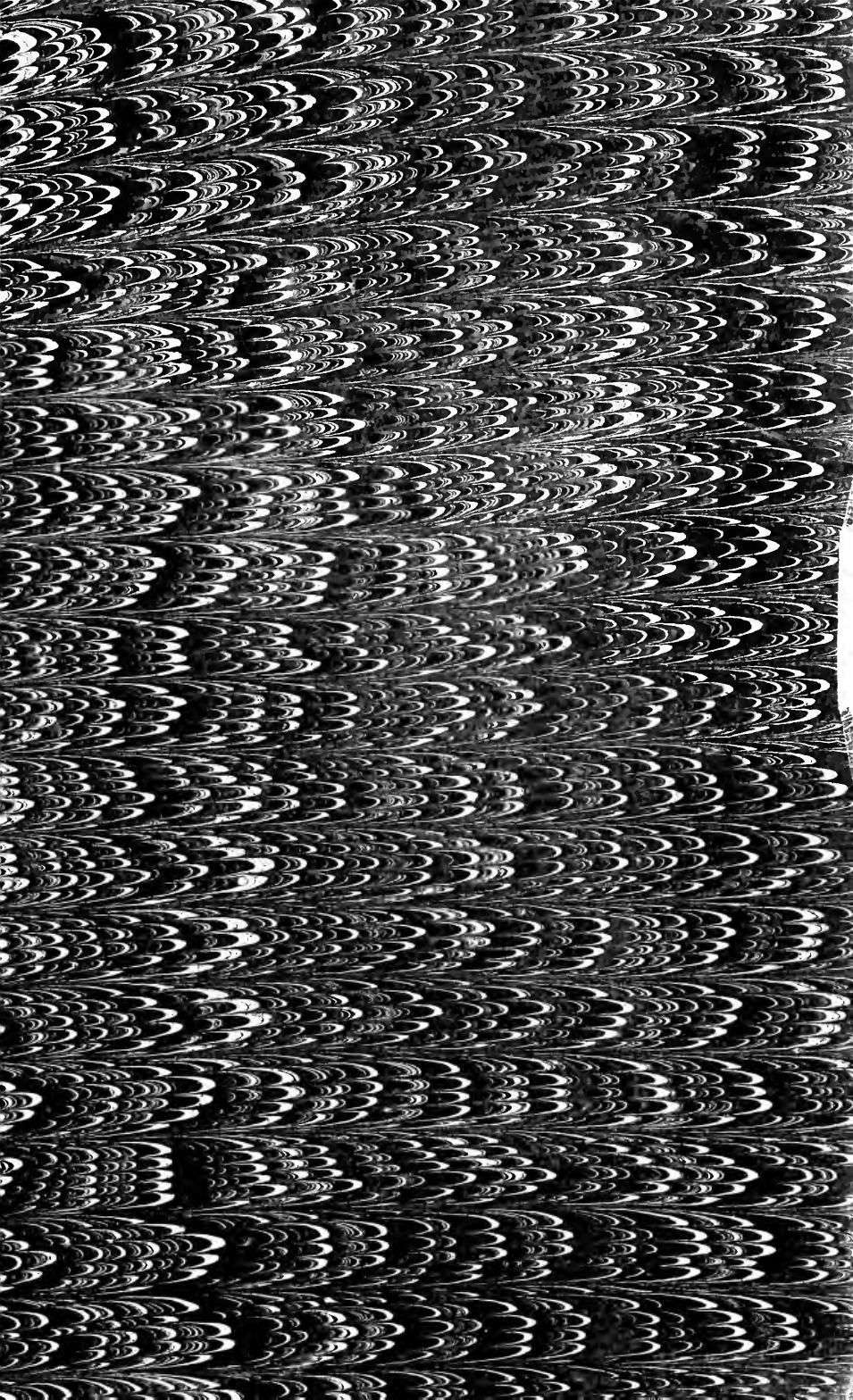
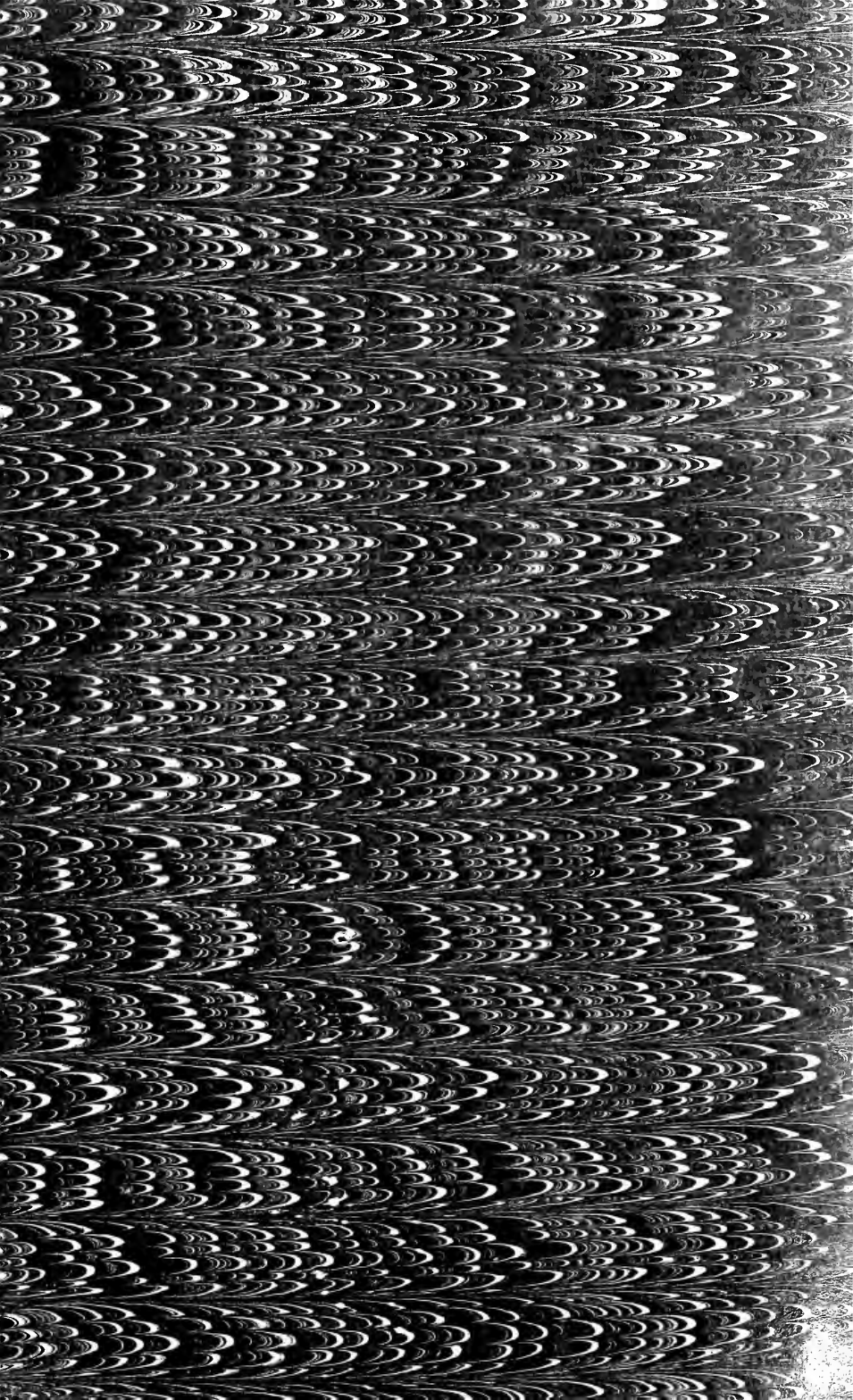
The background of the entire image is a dense, intricate marbled paper pattern. It features a complex, swirling design of black, white, and grey, creating a textured, almost liquid-like appearance. The pattern is consistent across the entire surface, with some areas appearing slightly more worn or faded than others.

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SCHOOL DOCUMENT NO. 19 — 1897.

ANNUAL REPORT

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON.

1897.



BOSTON :

ROCKWELL AND CHURCHILL PRESS.

1898.



REPORT.

In accordance with the provisions of the Statutes and of the Rules of the School Board, the committee appointed to prepare the Annual Report of the School Committee for the year 1897 respectfully submits the following:

SCHOOL SYSTEM.

The public-school system of Boston comprises ¹ one Normal School, two Latin Schools (one for boys and one for girls), eight High Schools, the Mechanic Arts High School, fifty-six Grammar Schools, five hundred and twenty-seven Primary classes, sixty-three Kindergartens, one School for the Deaf, an Evening High School and twelve Evening Elementary Schools, five Evening Drawing Schools, a special school on Spectacle Island, twenty-two Manual Training Schools, and seventeen Schools of Cookery.

STATISTICS.

The statistics of the public schools are returned to the Superintendent semi-annually in the months of January and June, so that the statistics printed in the annual reports of the Board, issued usually in December, are for the year ending the preceding

¹ June 30, 1897.

June. Those given below are for the year ending June 30, 1897.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------|--------|
| Number of children in Boston between the ages of five and fifteen, May 1, 1897 | 81,947 |
| Number reported as attending public schools | 61,850 |
| Number reported as attending private schools | 12,272 |
| Whole number of different pupils registered in the public schools during the year 1897: boys, 41,386; girls, 40,469; total | 81,855 |

REGULAR SCHOOLS.

Normal School.

| | |
|----------------------------------------------|-----|
| Number of teachers | 13 |
| Average number of pupils belonging | 255 |
| Average attendance | 239 |

Latin and High Schools.

| | |
|----------------------------------------------|-------|
| Number of schools | 11 |
| Number of teachers | 170 |
| Average number of pupils belonging | 4,484 |
| Average attendance | 4,218 |

Grammar Schools.

| | |
|----------------------------------------------|--------|
| Number of schools | 56 |
| Number of teachers | 845 |
| Average number of pupils belonging | 35,467 |
| Average attendance | 32,461 |

Primary Schools.

| | |
|----------------------------------------------|--------|
| Number of schools | 527 |
| Number of teachers | 531 |
| Average number of pupils belonging | 27,565 |
| Average attendance | 23,806 |

Kindergartens.

| | |
|----------------------------------------------|-------|
| Number of schools | 63 |
| Number of teachers | 122 |
| Average number of pupils belonging | 3,497 |
| Average attendance | 2,511 |

SPECIAL SCHOOLS.¹*Horace Mann School for the Deaf.*

| | |
|----------------------------------------------|-----|
| Number of teachers | 13 |
| Average number of pupils belonging | 111 |
| Average attendance | 95 |

Evening Schools.

| | |
|----------------------------------------------|-------|
| Number of schools | 13 |
| Number of teachers | 188 |
| Average number of pupils belonging | 5,490 |
| Average attendance | 3,864 |

Evening Drawing Schools.

| | |
|----------------------------------------------|-----|
| Number of schools | 5 |
| Number of teachers | 27 |
| Average number of pupils belonging | 607 |
| Average attendance | 474 |

Spectacle Island School.

| | |
|----------------------------------------------|----|
| Number of teachers | 1 |
| Average number of pupils belonging | 25 |
| Average attendance | 23 |

RECAPITULATION.

| | |
|--------------------|-----|
| Number of schools: | |
| Regular | 658 |
| Special | 20 |

¹ There are twenty-two Manual Training Schools and seventeen Schools of Cookery, but as the pupils of the regular public schools attend them, they are not included in these tables.

Number of teachers :

| | | |
|----------------------|-----------|-------|
| In regular schools | | 1,681 |
| In special schools . | | 229 |

Average number of pupils belonging :

| | | |
|----------------------|-----------|--------|
| In regular schools | | 71,268 |
| In special schools . | | 6,233 |

Average attendance :

| | | |
|--------------------|-----------|--------|
| In regular schools | | 63,235 |
| In special schools | | 4,456 |

EXPENDITURES.

In December, 1896, the annual estimates for the financial year 1897-98 were submitted, showing that the sum of \$2,250,000 would be required to carry on the public schools, exclusive of new buildings, repairs, alterations, etc. The City Council reduced the estimates \$110,000, regardless of the fact that they were carefully and conservatively prepared and would not admit of any reduction. The item submitted for salaries of instructors was \$1,804,000. The actual expense exceeded this amount by about \$10,000, or about one-half of one per cent., owing to a larger sum being needed than was anticipated to meet the increase in and adjustment of salaries, as voted by the School Committee. The expense for salaries of officers and of janitors did not vary materially from the estimate presented. It was necessary to pay about eighty cents more per ton for coal than during the preceding year; and the bills rendered by the city for water showed an increase of thirty per cent. The total estimate made for fuel, gas, and water did not meet the actual cost by nearly \$5,000.

To keep the expenses within the estimates about \$15,000 was saved from the \$146,900 requested for supplies and incidentals, but it was found that the deficit for the year would fully equal the deduction made by the City Council from the amount named in the estimates, and at a meeting of the School Committee held Nov. 23, 1897, the Committee on Accounts presented a report requesting that an additional \$110,000 be furnished. This report was adopted unanimously, and ordered sent to His Honor the Mayor, and the sum named was subsequently provided.

It may be said in this connection, as often before, that the estimates are made up with so close a regard to what the actual expenses will be that no real saving to the city is effected by failure on the part of the City Council to grant the amount asked for.

The School Committee also included in the estimates an item of \$250,000 for repairs and alterations, which was reduced by the City Council to \$175,000. At a meeting of the Board held Dec. 14, 1897, the following report in connection with this matter was presented by the Committee on School Houses, accepted and ordered to be sent to His Honor the Mayor :

The Committee on School Houses, who are authorized under the Rules of the Board to provide furniture and temporary accommodations for school purposes, and to order such alterations and repairs as may be necessary to school buildings, report that the estimate for the financial year 1897-8 of the amount required for such purposes, as adopted by the Board Dec. 22, 1896 was \$250,000. The amount granted by the City Council was but \$175,000, a reduction of \$75,000, or thirty per cent. The cost of this department for the past ten years has averaged more than \$225,000 annually, and your committee fully realized that the appropriation granted would prove insuf-

ficient to meet the demands that must necessarily be made upon it, and that a deficit would be inevitable, even with the exercise of the strictest economy.

The conditions met with this year are the same as those experienced during the past five years, viz. : increasing demands for school accommodations, and larger expenditures to keep old buildings in a healthful and proper condition for their occupants. The \$400,000 available under chapter 408 of the Acts of 1895 for additional accommodations has not been sufficient to keep pace with the growth of our Primary and Grammar School population; and the expense of renting halls, dwelling-houses, and stores, and for heating and furnishing the same for temporary use, has been extraordinary, increasing our annual rentals to a considerable amount. Your committee have also endeavored to comply with the demands of the Board of Health for modern sanitary accommodations and improved methods of ventilation in many of the older school buildings, a class of work that is always expensive, involving in many instances extensive reconstruction of interiors. A considerable amount has been expended for new boilers in various building to replace those condemned by the State Inspectors, an expense that was not anticipated when the estimates were made up. Your committee are confident that no unwise expenditures have been made and no unnecessary work undertaken, and present the following statement showing some of the larger items of expense which have been incurred, many of which were not contemplated when the estimates were made up, viz. :

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Mechanic Arts High School-house: necessary alterations to accommodate increased number of pupils | \$10,000 00 |
| Furnishing and fitting up of accommodations for additional kindergartens, manual training-schools, and schools of cookery, recently established | 15,000 00 |
| Gas and electric fixtures for Evening Drawing School removed from Mechanic Arts High School-house to 147 Columbus avenue | 1,600 00 |
| New sanitaries and ventilating apparatus, including necessary plumbing, mason and carpenter work in connection therewith, required by Board of Health | 20,000 00 |
| New boilers and repair of old, ordered by State Inspectors | 14,000 00 |
| Brighton High School-house: foundations, steps, curbing, and brick sidewalks | 1,400 00 |
| Henry L. Pierce School-house: granite curb and edgestones around lot | 4,000 00 |
| Cudworth School-house: resetting boiler | 1,000 00 |
| Estimated expenditure during balance of financial year for ordinary and emergency repairs | 8,000 00 |
| | <hr/> |
| | \$75,000 00 |

Your committee therefore recommend that the City Council, through His Honor the Mayor, be requested to place an additional amount to the credit of the appropriation "Public Buildings, Schools," equal to the reduction made in the estimates presented Dec. 22, 1896, viz., \$75,000, to be expended during the current financial year, as shown to be necessary by the statements herein contained.

No action has as yet been taken by the City Council with regard to this matter.

An appropriation of \$300,000 was made by the City Council in 1896, for improvements in school buildings, to secure better sanitation and ventilation therein, and better means of escape in case of fire, and in 1897 an additional amount of \$100,000 was provided for the same purpose, to properly complete the work undertaken under the original appropriation.

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the Board, a period of twenty years and nine months:

| YEAR. | Expenditures. | Income. | Net Expenditures. | No. of Pupils. | Rate per Pupil. |
|------------------------------|----------------|-------------|-------------------|----------------|-----------------|
| 1876-77 | \$1,525,199 73 | \$21,999 03 | \$1,503,200 70 | 50,308 | \$29 88 |
| 1877-78 | 1,455,687 74 | 30,109 31 | 1,425,578 43 | 51,759 | 27 34 |
| 1878-79 | 1,405,647 60 | 32,145 54 | 1,373,502 06 | 53,262 | 25 79 |
| 1879-80 | 1,416,852 00 | 49,090 28 | 1,367,761 72 | 53,981 | 2 34 |
| 1880-81 | 1,413,763 96 | 73,871 08 | 1,339,892 88 | 54,712 | 24 49 |
| 1881-82 | 1,392,970 19 | 69,344 08 | 1,323,626 11 | 55,638 | 23 79 |
| 1882-83 | 1,413,811 66 | 73,278 56 | 1,340,533 10 | 57,554 | 23 29 |
| 1883-84 | 1,452,854 38 | 79,064 66 | 1,373,789 72 | 58,788 | 23 37 |
| 1884-85 | 1,507,394 03 | 39,048 26 | 1,468,345 77 | 59,706 | 24 39 |
| 1885-86 | 1,485,237 20 | 31,213 34 | 1,454,023 86 | 61,259 | 23 74 |
| 1886-87 | 1,485,343 29 | 33,388 28 | 1,451,955 01 | 62,259 | 23 32 |
| 1887-88 | 1,536,552 99 | 37,092 81 | 1,499,460 18 | 62,226 | 24 10 |
| 1888-89 | 1,596,949 03 | 39,585 52 | 1,557,363 56 | 64,584 | 24 11 |
| 1889-90 | 1,654,527 21 | 39,912 30 | 1,614,614 91 | 66,063 | 24 46 |
| 1890-91 | 1,685,360 28 | 41,209 06 | 1,644,151 22 | 67,022 | 24 53 |
| 1891-92 nine months } . . | 1,295,981 34 | 30,757 31 | 1,265,224 03 | 67,696 | 18 69 |
| 1892-93 | 1,768,985 64 | 37,578 66 | 1,731,406 98 | 68,970 | 25 10 |
| 1893-94 | 1,822,052 26 | 40,709 13 | 1,781,343 13 | 71,495 | 24 92 |
| 1894-95 | 1,885,537 38 | 38,604 35 | 1,846,933 03 | 73,603 | 25 09 |
| 1895-96 | 1,964,760 76 | 39,181 66 | 1,925,579 10 | 74,666 | 25 79 |
| 1896-97 | 2,077,377 56 | 39,500 83 | 2,037,876 73 | 78,167 | 26 07 |

From the above table it will be seen that the running expenses, exclusive of repairs, were twenty-eight cents more per pupil than for the previous year.

The following table shows the cost of repairs made and furniture provided since 1876-77 :

| YEAR. | Expenditures. | Income. | Net Expenditures. | No. of Pupils. | Rate per Pupil. |
|------------------------------|---------------|-----------|-------------------|----------------|-----------------|
| 1876-77 | \$165,376 72 | | \$165,376 72 | 50,308 | \$3 30 |
| 1877-78 | 126,428 35 | | 126,428 35 | 51,759 | 2 45 |
| 1878-79 | 114,015 32 | | 114,015 32 | 53,262 | 2 14 |
| 1879-80 | 98,514 84 | | 98,514 84 | 53,981 | 1 82 |
| 1880-81 | 145,913 55 | \$205 00 | 145,708 55 | 54,712 | 2 66 |
| 1881-82 | 178,908 88 | 247 50 | 177,761 38 | 55,638 | 3 19 |
| 1882-83 | 189,350 83 | 231 00 | 189,119 83 | 57,554 | 3 29 |
| 1883-84 | 186,852 18 | 300 00 | 186,552 18 | 58,788 | 3 17 |
| 1884-85 | 198,059 11 | 526 50 | 197,532 61 | 59,706 | 3 31 |
| 1885-86 | 188,435 63 | 137 50 | 188,298 13 | 61,259 | 3 07 |
| 1886-87 | 171,032 71 | 295 92 | 170,733 79 | 62,259 | 2 74 |
| 1887-88 | 243,107 89 | 221 00 | 242,886 89 | 62,226 | 3 90 |
| 1888-89 | 251,736 17 | 153 00 | 251,583 17 | 64,584 | 3 90 |
| 1889-90 | 262,208 75 | 850 20 | 261,358 55 | 66,003 | 3 96 |
| 1890-91 | 263,860 16 | 208 00 | 263,652 16 | 67,022 | 3 94 |
| 1891-92 nine months } . . | 205,344 27 | 595 50 | 204,748 77 | 67,696 | 3 02 |
| 1892-93 | 221,905 53 | 165 00 | 221,740 53 | 68,970 | 3 22 |
| 1893-94 | 190,465 06 | | 190,465 06 | 71,495 | 2 66 |
| 1894-95 | 214,252 47 | 25 00 | 214,227 47 | 73,603 | 2 91 |
| 1895-96 | 250,107 13 | | 250,107 13 | 74,666 | 3 35 |
| 1896-97 | 225,973 76 | 937 68 | 225,036 08 | 78,167 | 2 88 |

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per pupil. The total running expenses compared with those for 1895-96 show a decrease in the rate of \$0.19 per pupil.

SCHOOL ACCOMMODATIONS.

The annual reports for 1895 and 1896 contained statements of the progress made by the School Committee in furnishing additional school accommodations

under the authority and appropriation granted by the Legislature of 1895. We feel that this matter is of sufficient importance to justify an extended reference this year, and therefore quote in full the report presented to the Board, Dec. 28, 1897, by the Committee on School Houses, as follows:

The Committee on School Houses desire to present, for the information of the Board and of the public generally, a statement of what has been accomplished during the year 1897 in providing additional school accommodations, as follows:

Of the \$2,290,000 which the Legislature of 1895 authorized the School Committee to expend for the acquirement of land and the construction and furnishing of new school-houses during the five years 1895-99, \$500,000 was to be expended during 1895, an equal sum during 1896, and \$400,000 during each of the three following years. It seems to have been assumed that this appropriation would not only be sufficient to provide the necessary additional Grammar and Primary accommodations during the term named, but would also permit of the construction of one or more High School-houses. It soon became evident, however, that the appropriation would be taxed to its utmost to meet the requirements of the rapidly increasing Grammar and Primary population, yet the necessity of providing additional High Schools had become imperative. A petition was therefore presented to the last Legislature asking that the School Committee be authorized to expend, or to contract to expend, \$500,000 during the year 1897, and \$500,000 during 1898, for the purchase and taking of land, and for the erection, enlargement, and furnishing of High Schools in East Boston, South Boston, Dorchester, West Roxbury, and for the Mechanic Arts High School and the Girls' Latin School, in addition to the amount already granted under chapter 408 of the Acts of 1895. The Legislature failed to grant the amount asked for, but did amend section 4 of the act referred to, so as to read as follows:

SECTION 4. The city treasurer of said city, to pay the expenses incurred for the lands taken and the building and furnishing of school-houses as aforesaid, shall from time to time, on the request of said school committee, issue and sell negotiable bonds of said city to an amount not exceeding five hundred thousand dollars in the current year, which shall be outside of the debt limit, and five hun-

dred thousand dollars in the year eighteen hundred and ninety-six, six hundred and fifty thousand dollars in the year eighteen hundred and ninety-seven, and six hundred and fifty thousand dollars in the year eighteen hundred and ninety-eight, which shall all be within the debt limit. Of the amounts issued in the years eighteen hundred and ninety-seven and eighteen hundred and ninety-eight a sum not less than five hundred thousand dollars shall be used for the payment of expenses to be incurred for the taking of lands and the erection and furnishing of High School buildings in East Boston, South Boston, West Roxbury, and Dorchester.

Thus it will be seen that instead of \$2,200,000 to be expended in five years, the School Committee have been authorized to expend \$2,300,000 in four years, of which amount not less than \$500,000 is required to be devoted during two specified years for High School purposes in East Boston, South Boston, West Roxbury, and Dorchester. It will be observed that no provision was made for the relief of the Girls' High School on West Newton street, which occupies, together with the Girls' Latin School, a building planned to accommodate 925 pupils, but which has been obliged to shelter no less than 1,326 pupils at one time. It may be said, in this connection, that no single measure would afford such needed relief as the erection of a new home for the Girls' Latin School, now housed in a building crowded almost beyond endurance. Nor should the claims of the Normal School and the Mechanic Arts High School for better facilities be overlooked. The Normal School has for many years occupied the upper floor of the Rice School-house, accommodations that are utterly inadequate for the needs of this school. Even the corridors are utilized for class work, and the school is without a gymnasium, has no studio for drawing, no laboratory for physics or chemistry or zoölogy or physiology, or many of the essentials of a modern High School building. Such are the conditions in the school that it has recently been decided to close the daily sessions during the winter months at one instead of two o'clock, in order to relieve teachers and pupils from longer confinement in crowded and poorly ventilated rooms. The Mechanic Arts High School-house should be completed in accordance with the original plans, which can be done for a comparatively small amount. This school is inconveniently full this year and is certain to be overcrowded next year, and this disadvantage will annually increase until the necessary relief is furnished.

The inadequacy of the appropriation placed at the disposal of the School Committee has been increased by the action of the Legis-

lature at its latest session in amending the building laws so that every building hereafter erected or enlarged, or converted to use as a school-house, shall be a first-class building, *i.e.* of fireproof construction throughout. This means, according to the best authorities, an increase in cost of about 15 per cent. in buildings subject to this provision. In other words, a school-house that could formerly be built for \$100,000 will now cost \$115,000, or, stated in still another way, the appropriation granted to the School Committee has been reduced 15 per cent.

It was our intention in this report to state the manner in which the appropriation for the current year has been expended, but we have felt it necessary to present the foregoing general review of the situation, in order that the conditions under which we labor may be clearly understood.

Out of the \$650,000 which the School Committee were authorized to expend during the year 1897, the following appropriations have been made :

| | |
|------------------------------------------------------------------------------------------------------------------|----------------|
| ✓ West End School-house site, additional | ✓ \$70,000 00 |
| ✓ Small wooden building in yard of Chapman School-house, additional | 201 81 |
| ✓ Small wooden building in yard of Hugh O'Brien School-house, additional | 337 92 |
| ✓ Small wooden building in yard of Lowell School-house, additional | ✓ 69 52 |
| ✓ Washington Allston Annex (Allston Club-house), furnishing, additional | 42 29 |
| ✓ New Primary School-house. North End, site. additional | ✓ 100,000 00 ✓ |
| ✓ One-room building in yard of Munroe-street Primary School-house, building and furnishing, additional | ✓ 478 59 ✓ |
| ✓ New Primary School-house, Beech street, West Roxbury, additional | ✓ 558 58 ✓ |
| ✓ Roger Clap School-house, furnishing, additional | ✓ 2,692 04 ✓ |
| ✓ Beech-street School-house, furnishing, additional | ✓ 179 30 ✓ |
| ✓ Sharp School-house, enlargement of lot, grading and fencing | ✓ 2,997 96 ✓ |
| ✓ New Bowdoin School-house, furnishing and electric fixtures, additional | ✓ 2,949 24 ✓ |
| ✓ Paul Revere School-house, Prince street, additional | ✓ 60,000 00 ✓ |
| <hr/> | |
| Carried forward | \$240,507 25 |

| | | |
|-----|-----------------------------------------------------------------------------------|--------------------|
| | <i>Brought forward</i> | \$240,507 25 |
| 6 | ✓ William Wirt Warren School-house lot, grading, additional | ✓ 176 60 |
| ✓ | ✓ Longfellow School-house, Roslindale, west of the railroad, additional | ✓ 6,000 00 |
| ✓ | ✓ Longfellow School-house, furnishing | ✓ 10,000 00 |
| 6 | ✓ Gilbert Stuart School-house lot, grading | ✓ 8,000 00 |
| ✓ | ✓ William H. Kent School-house, Moulton street, Charlestown, grading | ✓ 4,200 00 |
| 6 6 | ✓ Primary School-house, Moulton street, additional land, | ✓ 2,000 00 |
| 6 | ✓ Mayhew School-house, furnishing | ✓ 10,000 00 |
| ✓ | ✓ Robinson-street School-house, furnishing | ✓ 7,000 00 |
| ✓ | ✓ New Grammar School-house, Harris District, furnishing | ✓ 12,000 00 |
| ✓ | ✓ New Grammar School-house, Harris District, additional | ✓ 13,000 00 |
| ✓ | ✓ New Primary School-house, Vernon street, Roxbury, additional | ✓ 14,000 00 |
| 7 2 | ✓ West End School-house, building, additional | ✓ 6,500 00 |
| ✓ | ✓ Cudworth School-house lot, grading | ✓ 7,000 00 |
| ✓ | ✓ Dillaway School-house lot, grading | 625 85 ✓ |
| ✓ | ✓ New Primary School-house, Vernon street, Roxbury, furnishing | ✓ 5,000 00 |
| ✓ | ✓ Longfellow School-house, Roslindale, west of the railroad, additional | ✓ 3,000 00 |
| 7 7 | ✓ New Primary School-house, North End, site, additional | ✓ 50,990 30 ✓ |
| 7 | ✓ East Boston High School-house, site | ✓ 58,000 00 ✓ |
| 7 6 | ✓ West Roxbury High School-house, additional | ✓ 150,000 00 ✓ |
| 8 | ✓ New Dorchester High School-house | ✓ 42,000 00 |
| | | <hr/> \$650,000 00 |

The following statement shows the progress made during 1897 under the various appropriations included in the preceding schedule :

West End School-house site, additional, \$70,000. — The amount appropriated last year for this purpose was \$75,000, and the total appropriation now amounts to \$145,000. The site contains 14,128 square feet, and has cost to date \$122,225.04. One claim for about 1,509 square feet of the lot has not yet been adjusted.

Small wooden building in yard of Chapman School-house, additional, \$201.81. — The amount appropriated last year for this purpose was \$2,500, including the transfer of an unexpended balance

from another appropriation of \$200. This building contains two rooms, was completed and occupied last year, and cost \$2,701.81.

Small wooden building in yard of Hugh O'Brien School-house, additional, §337.92. — Last year's appropriation for this purpose was \$2,099.92, including the transfer of an unexpended balance from another appropriation of \$99.92. The building contains two rooms, was completed and occupied last year, and has cost \$2,437.84.

Small wooden building in yard of Lovell School-house, additional, §69.52. — Former appropriation, \$2,300. The building contains two rooms, was completed and occupied last year, and cost \$2,369.52.

Washington Allston Annex, furnishing, additional, §42.29. — \$1,100 was appropriated last year for this purpose, and it was found necessary to add a small amount this year for the completion of the work. Total cost, \$1,142.29.

New Primary School-house. North End, site, additional, §150,990.30. — In 1895 \$100,000 was appropriated towards the cost of this site. Of this amount \$35,812 was transferred for the purchase of the Elm-street site, Charlestown, which is still unsettled. The present appropriation is, therefore, \$215,178.30. This site contains 18,986 square feet, for which has been paid \$87,517.41, covering 8,774 square feet. The claims for the balance of the site will probably not be adjusted before 1898.

One-room building in yard of Munroe-street Primary School-house, building and furnishing, additional, §478.59. — The appropriation made for this purpose in 1896 was \$2,000. A small additional appropriation was necessary for its completion. It was occupied early in March of the present year, and cost \$2,478.59.

Beech-street Primary School-house, West Roxbury, additional, §558.58; furnishing, additional, §179.30. — The amounts previously appropriated for the construction of this school-house were as follows: 1895, \$27,500; 1896, \$2,175; total appropriation, \$30,233.58. It contains four rooms, was first occupied Jan. 4, 1897, and cost, exclusive of furniture, \$30,233.58. In 1896 an appropriation of \$1,000 was made for furnishing, which was insufficient, and a small additional amount was required during the current year, making the total appropriation for this purpose \$1,179.30. Total cost of the school-house, complete, \$31,412.88.

Roger Clap School-house, furnishing, additional, §2,692.04. — The appropriation made in 1896 for this purpose was \$5,000, which was insufficient for the proper furnishing of the building. Total cost, \$7,692.04.

Sharp School-house, enlargement of lot, grading and fencing, §2,997.96. — The Street Commissioners were requested to take a

small parcel of land for the enlargement of this lot in 1896, but notice of adjustment of claim for land taken was not received until April 13, 1897. The addition contains 276 square feet, for which \$1,900 has been paid, and the balance of the appropriation, amounting to \$1,097.96, expended in grading and fencing. Total cost, \$2,997.96.

New Bowdoin School-house, furnishing and electric fixtures, additional, \$2,949.24. — This school-house was begun under the administration of the former City Architect, and was fully completed and occupied in December, 1896. The cost of furnishing fell upon the School Committee, who appropriated \$9,000 for this purpose last year. This sum proved insufficient, and an additional amount was necessary. Total cost to date, \$11,945.88, or practically the entire appropriation made.

Paul Revere School-house, Prince Street, additional, \$60,000. — Total appropriation to date, \$160,000. The plans for this building, prepared by Peabody & Stearns, were approved by the Board late in 1896, and the contracts for the work awarded March 26, 1897, as follows: building, Walter S. Sampson & Son, \$141,731 (a deduction amounting to \$10,639 was made on this contract shortly after its execution, so that the net amount of the contract was \$131,092); heating and ventilating, Lynch & Woodward, \$12,779; plumbing, James Tucker & Sons, \$7,814; a total of \$151,685. The contracts call for the completion of the building March 1, 1898. This is the first fire-proof school-house to be built. It is practically two school-houses under one roof, containing eighteen rooms, and is to be occupied jointly by Primary pupils in the Hancock and Eliot districts.

William Wirt Warren School-house, grading, additional, \$176.60. — This lot was enlarged in 1896 by the taking of 9,137 square feet from the heirs of Roderick Richardson, whose claim has not yet been adjusted. The former appropriations made for grading this lot amount to \$5,165.50, making the total amount appropriated for this purpose \$5,342.10. The grading contract was awarded in September, 1896, and the total cost of the work was \$5,342.10. A small additional appropriation this year was therefore necessary.

Longfellow School-house, Roslindale, west of the railroad, additional, \$9,000. — The previous appropriation made for this purpose in 1895 was \$70,000. The contracts for the work were awarded in 1896, and the building first occupied at the opening of the term, September, 1897. It contains ten rooms and a hall, and is occupied by Grammar pupils. Plans and specifications for grading the lot were prepared by the Superintendent of Public Buildings, and on Aug. 4, 1897, the contract was awarded to Robert L. Barrett, for the sum of

\$5,989. The cost of the building and grading has been somewhat in excess of the original estimates, and an additional appropriation was therefore necessary. Final settlement with the contractors has not yet been made, and the total cost cannot be stated.

Longfellow School-house, furnishing, \$10,000. — Of this appropriation something over \$7,000 has been expended to date for the necessary furnishing of this school-house.

Gilbert Stuart School-house lot, grading, \$8,000. — This school-house was begun under the administration of the former City Architect, and completed under the supervision of the Superintendent of Public Buildings. The School Committee were obliged to assume the cost of grading the lot, and the contract for doing the work was awarded, July 23, 1897, to Thomas Minton, for the sum of \$7,500. It is not yet completed.

William H. Kent School-house, Moulton street, Charlestown, grading, \$4,200; Primary School-house, Moulton street, Charlestown, additional land, \$2,000. — In 1895 the Street Commissioners were requested to take additional land for the enlargement of this lot, and on October 22 of the same year notice was received of the taking of 6,856 square feet and part of passageway for this purpose. A City Council appropriation of \$5,000 was available for the cost of the land, but not for the expense of grading it. Oct. 12, 1897, notice was received of terms of settlement with Jeremiah Minehan for land taken amounting to \$6,800, which was in excess of the City Council appropriation. The sum of \$6,200 was therefore appropriated by the School Committee to cover the cost of both land and grading, a contract for the latter having been awarded to Pierce F. Lonergan, for the sum of \$4,075, July 2, 1897. The total appropriation is now \$11,200. The grading has not yet been completed.

Mayhew (West End) School-house, furnishing, \$10,000. — The contract for pupils' desks and chairs was awarded to George S. Perry & Co., Nov. 24, 1897, for the sum of \$1,870.75.

New Grammar School-house, Harris District, furnishing, \$12,000. — The contract for providing pupils' desks and chairs was awarded, Nov. 24, 1897, to the Chandler Adjustable Chair and Desk Co., for the sum of \$1,786.40.

New Grammar School-house, Harris District, additional, \$13,000. — This school-house will soon be ready for occupancy. Its construction was begun in November, 1896, and has since progressed as rapidly as circumstances would permit. It contains thirteen rooms and a hall, and is to take the place of the old Harris Grammar School-house. It has recently received the name of Mary Hemenway,

whose memory is thus fittingly perpetuated. An extensive change has recently been decided upon with regard to the grading of the lot, which it is thought will considerably improve the appearance of the building, but which will require some little time to complete. The total appropriation available, including the transfer last year of unexpended balances amounting to \$10,840.33, is \$123,760.06, which will approximate the total cost of this school-house, not including furniture.

New Primary School-house, Vernon street, Roxbury, additional, \$14,000. — It will be noted that the next few weeks will witness the completion of several school-houses begun during the previous year, including this new Primary School-house containing ten rooms, and replacing an old wooden structure on the same site. This school-house, of attractive exterior, built of Garteraig brick, will cost approximately \$83,000, which is the total appropriation to date, including \$69,000 appropriated last year.

Robinson-street School-house, furnishing, \$7,000. — The contract for furnishing pupils' desks and chairs was awarded, Nov. 24, 1897, to George S. Perry & Co., for the sum of \$896.70. This Primary School-house, containing eight rooms, will also be ready for occupancy in a few weeks. The total appropriation for the building amounts to \$71,000, which includes a City Council appropriation of \$6,000. The total cost, exclusive of furniture, will be approximately \$65,000.

West End Primary School-house, building, additional, \$6,500. — The total appropriation for this building now amounts to \$111,500, which includes a City Council appropriation of \$45,000, and an appropriation of \$60,000 made by the School Committee in 1896. This school-house, situated on Chambers and Poplar streets, containing fourteen rooms, and to be occupied by Primary pupils, is rapidly approaching completion, and will be available for use about Jan. 1, 1898. Its cost will be approximately \$111,500, exclusive of furniture, and it will provide much-needed relief in the Wells District. It has been named the Mayhew School to continue an honored name formerly borne by an old school-house in that section of the city.

Cudworth School-house lot, grading, \$7,000. — The plans and specifications for grading this lot, prepared by the Superintendent of Public Buildings, were approved by the Board Oct. 12, 1897, and on Nov. 8, 1897, the contract was awarded to George G. Baker & Co., for the sum of \$6,600. The work is not yet completed.

Dillaway School-house lot, grading, \$625.85. — The Street Commissioners were requested, in 1896, to take additional land for the en-

largement of this lot. Jan. 11, 1897, notice was received of the taking of 1,604 square feet, but notice of terms of settlement has not yet been received. The addition has been graded under the direction of the Superintendent of Public Buildings, at an expense of \$625.85.

New Primary School-house, Vernon Street, Roxbury, furnishing, \$5,000. — Proposals for furnishing this building have not yet been obtained.

East Boston High School-house, site, \$58,000. — On Nov. 9, 1897, after the various requirements of chapter 202 of the Acts of 1897 had been duly complied with, the Board voted to select a site for a new building for the East Boston High School, on Marion, Princeton, and Saratoga streets, containing about 25,000 square feet. Subsequently it was discovered that errors had been made in the dimensions and quantities of land to be taken, and on Dec. 14, 1897, an order was passed by the Board requesting the Street Commissioners to take a larger amount of land in the same location, containing 27,500 square feet. This order was approved by the Mayor on Dec. 17, 1897, and on Dec. 28, 1897, notice of taking was received from the Street Commissioners.

On Nov. 23, 1897, the Board selected John Lyman Faxon architect for the new building to be erected on this site, and he is now engaged in the preparation of plans therefor. No appropriation has as yet been made for this building.

West Roxbury High School-house, addition, \$150,000. — June 26, 1897, the firm of Andrews, Jaques, & Rantoul was selected by the Board to prepare plans for an addition to the present building. Their preliminary sketches have been submitted to and approved by this committee, and they are now completing regular plans and specifications which will shortly be presented for the approval of the Board.

New Dorchester High School-house, \$42,000. — The site for this building on Talbot avenue and Centre street was acquired and paid for in 1896. June 26, 1897, the Board selected Hartwell, Richardson, & Driver as architects, who have recently submitted preliminary sketches for the new school-house for the approval of this Committee.

Blackinton School-house lot, grading, \$5,982 (transfer made Nov. 24, 1896, of unexpended balance of another appropriation). — Plans for grading and paving the yard of this school-house were prepared by the Superintendent of Public Buildings and approved by the Board, Nov. 24, 1896. On Jan. 6, 1897, the contract was awarded to Pierce F. Lonergan & Co., for the sum of \$4,439. The work is not yet completed.

Aberdeen District School-house. — The sum of \$22,250, being the balance, of an appropriation made by the City Council previous to 1895, is being expended under the direction of the School Committee for the erection of a two-room wooden school-house on Chestnut Hill avenue and Chiswick road, Brighton District. The plans for this building, prepared by Lewis H. Bacon, architect, were approved by the Board Dec. 8, 1896, and on Feb. 18, 1897, the building contract was awarded to A. B. Murdough, for the sum of \$11,350. On the same date the plumbing contract was awarded to W. N. McKenna & Co., for the sum of \$945, and on Sept. 14, 1897, the heating and ventilating contract was awarded to Cleghorn Eglee Co., for the sum of \$1,468. Total amount of contracts, \$13,763. This building will be ready for occupancy in a few weeks.

These statements show that a large portion of the \$400,000 available this year (not including the additional \$250,000 to be expended for High School purposes) will have been spent for the completion of work undertaken previous to 1897. In fact, it has been possible to place but one school-house under contract this year, aside from the Aberdeen District building, the cost of which is otherwise provided for, viz.: the Paul Revere; but it should be remembered that this school-house will cost a much larger sum than any Primary or Grammar building heretofore erected by the city of Boston, and is a fire-proof building. There are, however, sundry unexpended balances on completed work undertaken previous to 1897, amounting in the aggregate to \$13,348.76, which are available for transfer.

The following is a statement of what has been accomplished with regard to the enlargement of existing sites and the acquirement of new during the year 1897, in connection with which no appropriations have been made during the current year.

Robinson-street School-house, enlargement of lot. — On Jan. 4, 1897, the Street Commissioners were requested to take approximately 19,334 square feet for the enlargement of this lot. At the following meeting of the Board — Jan. 11, 1897 — an order was passed requesting them to abstain from taking until further action by the Board, and at the next meeting of the Board — Jan. 14, 1897 — an order was passed requesting His Honor the Mayor to return without his approval the original order requesting the Street Commissioners to take. The Mayor, however, approved the order on Aug. 31, 1897. No notice of taking yet received.

Old Gibson School-house lot, enlargement, School Street, Dorchester — April 13, 1897, the Street Commissioners were requested to take additional land for the enlargement of this lot. Nov. 9, 1897, notice

was received of the taking of 7,223 square feet for this purpose. No notice of terms of settlement yet received.

Gilbert Stuart School-house lot, enlargement. — Owing to an error in the construction of a wall in connection with the grading of this school-house lot, it was deemed expedient to take a small additional strip of land, containing about 127 square feet. Sept. 28, 1897, the Board passed an order requesting the Street Commissioners to take this land; and on Nov. 23, 1897, notice was received of the taking. The terms of settlement have not yet been concluded.

South Boston High School, site. — An understanding with regard to the payment to be made for the "reservoir site" was finally arrived at, and on Sept. 7, 1897, the Board voted to request the Street Commissioners to take a designated portion of that lot, the understanding being that the School Committee should pay therefor the sum of 30 cents per square foot. This action was promptly approved by the Mayor; and on Sept. 28, 1897, notice was received of the taking of $52,926\frac{2}{3}$ square feet for High School purposes. Formal notice of terms of settlement was received on Nov. 9, 1897, and the payment of \$15,877.86 approved. In 1895 the School Committee had appropriated the sum of \$50,000 for a High School site in South Boston, of which appropriation there now remains an unexpended balance of \$24,122.14.

On Nov. 9, 1897, the Board selected Mr. Herbert D. Hale as the architect of the new building, and he is now engaged in the preparation of plans therefor.

Bailey-street School-house lot, enlargement. — The City Council recently appropriated the sum of \$12,000 for the enlargement of this lot, and on Nov. 9, 1897, the School Committee passed an order requesting the Street Commissioners to take 12,000 square feet of land for this purpose.

The assertion has been frequently made during the past year or two that hundreds of children were compelled to walk the streets on account of insufficient school accommodations. Careful investigations have been repeatedly made which show that practically all children of Grammar School age have been and are now provided for; but many of our schools are sadly overcrowded, and a number of children who seek admission to the Kindergarten and to the Primary Schools cannot be received. If the increase in the population was evenly distributed throughout the city, the problem of providing for the school children would be greatly simplified, but as long as school-houses are permanent structures and cannot be shifted from place to place, it will be impossible to make the supply exactly equal to the

demand. There is also a disposition on the part of some parents to send their children to particular schools which are perhaps crowded, while buildings but a short distance further from their homes could readily receive them. Few people really appreciate the rapid growth of the city, especially in the suburban districts, where little home centres spring up on vacant land almost in a night. Money must be spent, and spent freely, to keep pace with the increased demand, and while we feel that we have expended the appropriation available to the best possible advantage, we desire to emphasize the fact that although we have relieved to a considerable extent the current needs of Grammar and Primary pupils, yet it has been necessary during the past year to rent the following additional accommodations for school colonies:

| | Annual rental. |
|---------------------------------------------------------|----------------|
| 166 Lauriat avenue, Dorchester (1 room) . . . | \$180 00 |
| Chambers-street Chapel (1 room) . . . | 800 00 |
| 38 Chambers street (1 room) . . . | 600 00 |
| Greenwood Hall, Dorchester (1 room) . . . | 600 00 |
| 115 to 121 Salem street (2 rooms) . . . | 1,200 00 |
| Boylston Chapel, Charlestown (1 room) . . . | 300 00 |
| 341 Centre street, West Roxbury (1 room) . . . | 480 00 |
| 370 Warren street, Roxbury (1 room) . . . | 600 00 |
| Bird Building, Fourth street, South Boston (1 room) . | 400 00 |
| Parochial Building, Moon street (additional room) . | 540 00 |
| Washington street, Dorchester (1 room) . . . | 360 00 |
| Warren, corner of Maywood street, Roxbury (1 room), | 600 00 |
| Meridian, corner of Eutaw street, East Boston (1 room), | 900 00 |
| Columbus avenue (Drawing School) (2 floors) . . . | 1,300 00 |
| 766 Huntington avenue (1 room) . . . | 780 00 |
| 604, 606, and 608 Dudley street, Roxbury (3 rooms) . | 1,440 00 |
| Athenæum Building, Dorchester (2 rooms) . . . | 800 00 |
| 242 Bennington street, East Boston (1 room) . . . | 480 00 |
| | <hr/> |
| | \$12,360 00 |

In conclusion, we would call attention to the fact that with the completion of the Mayhew, Vernon and Auburn streets, Robinson street, and Mary Hemenway School-houses, forty-five additional school-rooms will be ready for occupancy, accommodating at least 2,250 pupils.

SALARIES.

Notwithstanding the fact that the new salary schedule adopted in 1896 provided for a general increase in the salaries paid instructors, it was claimed that full justice had not been done to all, especially with regard to the women assistants in High and Latin Schools, who perform precisely the same work that is required of junior masters in the same schools. The scale in force for the two positions is as follows:

| | Minimum. | Annual Increase. | Maximum. |
|----------------------|----------|------------------|----------|
| Junior Masters . . . | \$1,476 | \$144 | \$3,060 |
| Assistants . . . | 972 | 72 | 1,620 |

To remedy in some degree this disparity the women assistants presented a very carefully drawn petition asking that steps be taken in the direction of equalizing the salaries paid for these positions. The main features of the proposed changes were: Increasing the maximum for assistants in the High and Latin Schools from \$1,620 to \$1,800, and the annual increase from \$72 to \$96, except for the year of reaching the maximum, when it would be \$60, and providing that assistants who had taught continuously in the Boston High Schools for twenty years or more should be advanced on Jan. 1, 1898, to the eighth year of the new schedule, \$1,644 per annum. The assistants in the Normal Schools, whose maximum was the same as that of assistants in the High and Latin Schools, subsequently asked that similar action be taken with regard to them.

The Committee on Salaries became impressed with the justice of the position taken by the petitioners, and included the proposed changes in their report to the Board. It was also recommended that assistants in Grammar and Primary Schools who had taught continuously in the Boston public schools for fifteen or more years should be advanced more rapidly to the maximum than those whose years of service were less, but none of these changes were to go into effect until Jan. 1, 1898, when the increased expense would be chargeable to the appropriation for the ensuing financial year.

The salary schedule adopted in 1896 failed to provide an increase in the salaries of the instructors in the Horace Mann School, and it was recommended that the minimum for the assistant principal in that school be raised from \$1,068 to \$1,152, the annual increase from \$60 to \$72, and the maximum from \$1,308 to \$1,440; and that the minimum for instructors be increased from \$588 to \$780, the annual increase from \$60 to \$72, and the maximum from \$1,008 to \$1,284, all to take effect Jan. 1, 1898.

A few other alterations in the existing schedule were recommended, but the principal issue was with regard to the salaries paid women assistants in the High and Latin Schools.

Favorable action was finally taken by the Board with regard to the instructors in the Horace Mann School, and a few inequalities and injustices in connection with the workings of the schedule of 1896 were corrected. With these and a few other and minor exceptions, it was voted to continue the same

salaries that were paid during the preceding year. But it is apparent that the matter of equalizing the salaries paid the two sexes for doing the same work is not yet disposed of, and must sooner or later be definitely settled. Under all, however, is the main question, "What is a wage?" What is the salary unit on which should be based all the salaries of our instructors? That unit once fixed, the salaries of the different ranks can be established in an exact relation thereto, and this vexed question settled for a number of years at least. It is only on broad lines that this matter can be satisfactorily handled, and the adoption of a harmonious scale for the several ranks arrived at. If, for example, a just and reasonable salary for a Primary School assistant is a stated amount, then in what ratio thereto should a High School assistant or a junior master be paid? With such a scale of relative values established, as it may thereafter become necessary to reduce or advisable to increase the salaries of public school instructors, justice to one will be justice to all, for the salaries of all will move either upward or downward in relative proportion, in accordance with a previously fixed and equitable scale.

APPOINTMENT OF INSTRUCTORS.

A change of considerable interest and importance has been made in the rules of the Board during the past year with regard to the appointment of instructors. This matter was first agitated in 1896, and on June 30 of that year an order was presented to the Board, and referred to the Committee on Rules and

Regulations, that the rules be amended to provide that no principal and none of the directors mentioned in section 83 shall be nominated to the Board except in accordance with the recommendation of the Superintendent, and no subordinate instructor shall be nominated except in accordance with a recommendation of the Board of Supervisors, approved by the Superintendent. Previous to any report being made thereon, the following order was passed by the Board on Oct. 13, 1896:

Ordered, That the Committee on Rules and Regulations report such changes in the regulations as will provide that no teacher shall be nominated on probation in the day schools until a written report on the qualifications of such teacher shall have been obtained from the Board of Supervisors and the Superintendent.

It will be noted that this amendment providing that no instructor should be nominated except in accordance with the recommendation of the Board of Supervisors, approved by the Superintendent, practically vested absolute power in making nominations in the Board of Supervisors, a change far more radical than the one subsequently adopted.

It is evident that no hasty or ill-considered action was taken with regard to this matter, for it was not until Nov. 24, 1896, that an amendment carrying the proposed changes into effect took its first reading in the Board. On Dec. 8, 1896, the order took its second reading, but was laid on the table, where it remained until the end of the year, and thus perished.

On April 30, 1897, the attention of the Committee on Rules and Regulations was again called to this subject, and they were asked to consider the advisa-

bility of recommending to the Board the change in the rules with regard to the nomination of teachers which is now in effect. That committee referred the proposition to the Board of Supervisors for their consideration, who on May 17, 1897, submitted the following report:

The one great purpose for which the Board of Supervisors exists is that the schools may at all times be provided with none but the best teachers obtainable. To the attainment of this purpose two things are necessary. First, able and honest supervisory officials, and secondly, rules clothing these officials with a power commensurate with their responsibility.

The appointment of inferior teachers is popularly held to result from inefficient supervision. Responsibility for appointments, especially of inferior appointments, is a responsibility which superintendent and supervisors cannot escape in the public estimation, however powerless these officials may be under the rules which govern their action. Personal efficiency and competent expert knowledge in the supervisory officials are not enough to secure the best appointments, unless the rules are framed in accordance with sound principles of administration. Among these is the important and well-recognized principle that responsibility, to be real and effectual, must be accompanied with power. It is utterly vain to hold an official responsible for bad appointments if that official has no power to prevent them. It is folly to expect the ablest supervision to banish inferior teaching from the schools if that supervision be not clothed with power to secure the appointment of superior teachers.

The importance of coupling power with responsibility in school supervision has been recognized more fully elsewhere than it has yet been recognized in Boston. It is true that, in this city, the examination and certification of all candidates for appointment has been, for many years, a function of the Board of Supervisors, and it is a highly important function; but beyond the exercise of this function the power of supervision in relation to appointments does not now extend. Incidentally, a superintendent or a supervisor may take advantage of an opportunity to suggest, or to influence, an appointment; but such opportunities occur neither regularly nor frequently. There is no provision in the Rules and Regulations whereby the best candidates on the eligible list are regularly chosen to fill vacancies as they occur. In the ordinary practice, all candidates on the list, however widely they differ in kind and degree of fitness, are given an equal standing before the appointing power.

Furthermore, in the matter of promoting teachers, it may be doubted seriously whether the schools are reaping the full benefit that might accrue from a thorough application of the principle that promotions of teachers should take place for meritorious service only.

The exercise of a proper discrimination, both in the matter of promotions in the service and in the matter of appointments from the eligible list, requires an intimate, special, and expert knowledge which is usually in the possession of the Board of Supervisors only. It would seem, therefore, to be the part of wisdom for the School Committee to require the Board of Supervisors to perform at least the function of recommending suitable candidates for positions in the schools, and of passing judgment, favorable or unfavorable, upon the candidates recommended by others. In this way the School Board would always have placed before it for consideration recommendations based on the best and fullest knowledge obtainable in regard to candidates' fitness for each appointment or promotion.

The Board of Supervisors fully appreciates the responsibility which would be placed upon it by the adoption of the proposed amendment; but it sees no less clearly the great benefit that would result to the schools from making none but the fittest appointments; and it believes its members to be in the best position to know intimately the qualifications of all candidates for appointments or promotions in the schools of the city.

As a matter of public duty, therefore, the Board of Supervisors holds itself ready to accept whatever new responsibilities, coupled with power, the School Committee may see fit to impose.

On June 8, 1897, an order prepared by the Committee on Rules and Regulations designed to carry the new system into effect was presented to the Board, accompanied by the statement that the change was probably one of the most important that had been made for some years and should receive special consideration before being adopted. Favorable action was finally taken on June 26, 1897, and the new plan put into effect. Concisely stated, it provides that before the appointment or election of any director, principal, or instructor, the Board of Supervisors shall recommend, in writing, a candidate to the committee in charge, and that such recommendation, whether or not adopted by the committee, must be submitted to the Board, together with the nomination. All propositions for the transfer of instructors from one district to another must also be accompanied by a report

thereon by the Board of Supervisors. When the appointment of a subordinate instructor is under consideration, the principal of the school or district concerned consults with the Board of Supervisors instead of with the committee in charge as was formerly done. It will be observed that this change does not confer absolute power with regard to appointments upon the Board of Supervisors, but merely provides that it, rather than the committee in charge, shall take the initiative with regard to the appointment of teachers, while the power of final determination is still reserved to the School Committee as heretofore. The advocates of this system consider that the change is in the direction of a more efficient and responsible administration of our schools, and that it has a tendency to make the Board of Supervisors in reality the Advisory Board of the School Committee, as contemplated by the Rules and Regulations.

This measure, involving no inconsiderable amount of administrative adaptation before its real working can be fully ascertained, is too recent to warrant a final conclusion as to its advantages and disadvantages.

HIGH SCHOOL COMMERCIAL COURSE.

The advisability of establishing a commercial course of study in high schools has been under consideration for some time, and on April 14, 1896, a joint committee, consisting of the Committee on High Schools and the Committee on Examinations, was asked to consider and report upon the expediency

of providing such a course for the benefit of those desiring to fit themselves as well as possible for the requirements of modern business life. On Sept. 14, 1897, this committee reported in favor of the proposition and presented a carefully prepared two years' commercial course for High Schools which was adopted by the Board at the same meeting. The crowded condition of all the High Schools has made it impracticable as yet to put this new course into operation without seriously interfering with the regular course of study, more especially as it was not authorized until after the organization of the several schools for the year's work. It is hoped, however, that this commercial course will be put into effect with the beginning of the term in September, 1898, and its practical value to those for whose benefit it is intended fully determined.

CERTIFICATES OF PROFICIENCY FOR HIGH-SCHOOL - PUPILS.

The course of study for High Schools provides that pupils who are unable from ill health, or for other reasons, to pursue in full the regular course may be allowed to pursue partial courses of study at the discretion of the principal, and to continue them from year to year; but diplomas of graduation cannot be awarded pupils until they have completed the regular course of study. Under this system pupils accomplishing the full course are granted a diploma, while those who have only pursued a partial course receive nothing as evidence of having done well that which they have undertaken. To the end that such pupils

might receive the consideration to which they are justly entitled, an order was passed by the Board on June 8, 1897, that the power relative to the granting of diplomas which is vested by the regulations in the Board of Supervisors be extended this year to include the granting of certificates of proficiency to such pupils in the High Schools as have satisfactorily completed a part of the authorized course. It is to be hoped that this action will commend itself to the judgment of the next Board, and the rules and regulations amended to permit the regular issue of such certificates.

TRUANCY.

Very careful and thoughtful consideration has been paid to the subject of school attendance and truancy during the past year by the Committee on Truant Officers. In the annual report of that committee (School Document No. 15, 1897) attention is called to certain phases of the problem that are of particular interest at the present time when new and important legislation is contemplated in this direction. Two events have occurred during the year not only pleasant in themselves, but important and far-reaching, we think, in their influence upon those interested in the welfare of the children of Boston and solicitous for their care and protection. On June 11 a dinner was given under the auspices of the Committee on Truant Officers, at which were present representatives of the Boston School system, the State Board of Education, the societies of St. Vincent de Paul and the Children's Aid, the Chairman of the

Board of Trustees for Children, members of the Boston Truant force, and others. The evening was spent in listening to various speakers who drew freely from their stores of knowledge and experience, and gave numerous valuable suggestions and much wise counsel. On December 6 an informal conference was held in the School Committee chamber by the same committee, to which were invited the Superintendent and Supervisors, the principals of grammar schools, and several prominent educators, including Prof. A. E. Dolbeare, Dr. Samuel Eliot, formerly Superintendent of Schools, Rev. Charles F. Dole, and Mr. George A. Walton. The best methods of enforcing the school attendance law, the causes and prevention of truancy, and the proposed report of the State Board of Education recommending certain legislation were discussed. The space at our disposal does not permit the extended reference to that report its importance would justify, and we can only briefly allude to some of its principal features, viz.: the establishment of State Parental Schools under the charge of a Board of Trustees consisting of seven persons, of whom at least two shall be women, the lowering of the age of compulsory school attendance from eight to seven years, the requiring of illiterate minors under seventeen years of age to attend either day or evening schools, and the changing of the name of truant officer to school attendance officer.

We believe that during the past year the individual members of the truant officer force and of the committee have been brought into closer touch with

each other than ever before, the officers assured of the sympathy, encouragement, and support of the committee in their work, the members of the committee become better acquainted with the labors and responsibilities of the officers, and that the conferences held cannot but be productive of much benefit to those interested in the unfortunate children in the community who, either from natural inclination or from the influence of heredity or environment, fail to appreciate and to take advantage of those opportunities to acquire that education and to form those habits essential to good citizenship.

DRAWING.

On Oct. 27, 1896, Mr. James Frederick Hopkins was elected to the position of Director of Drawing and immediately assumed the duties of that office. After a careful study of the work as carried on in the schools a definite program of reorganization was decided upon. This involved a revision of the course of study, then four years old; the equipping of the schools with materials adequate for the extension of the subject; the organizing of conferences for a better understanding of the effort; and a unification of all local interests which could in any possible way make for the advancement of the subject. The Director was authorized by the Committee on Drawing to prepare a new Course of Study in sections for Primary, Grammar, and High Schools. This work was at once undertaken, and a revised course for Primary and Grammar Schools submitted in due season to the Board of Supervisors and to the various

committees, and formally adopted by the Board at their first meeting in June, 1897. During the summer this course of study was amplified into an Outline of Lessons in Drawing, and its issue authorized as Superintendent's circulars at the first meeting of the Board in September. Meanwhile, by the authority of the Committee on Supplies, an increase in the equipment for Primary Schools had been provided for the opening of the term in September.

The first series of conferences, nine in number, with a meeting for each grade, were called in September for the discussion of the lessons outlined for September and October. Much interest was aroused and the new work undertaken with spirit. Foreseeing that the new course would call for much attention to the study of historic ornament and related subjects, and having in view the utilization of the material in the Public Library and the Museum of Fine Arts, as well as believing that any scheme of extension ought first to be presented to the teachers, a course of illustrated lectures had been arranged by the Director to begin in January, run through February, and extend into March. The program was as follows:

| | |
|-------------------------------------|------------------------------|
| Egypt and her Eastern Neighbors . | Thursday, January 21, 1897. |
| Greece and her Artistic Legacy . | Thursday, January 28, 1897. |
| The Monuments of Imperial Rome | Thursday, February 4, 1897. |
| Byzantine Mosaics | Thursday, February 11, 1897. |
| The East and West of Saracenic Days | Thursday, February 18, 1897. |
| Rise of Cathedral Builders . . . | Thursday, February 25, 1897. |
| The Italian Renaissance | Thursday, March 4, 1897. |
| Copley Square and its Lessons . . | Thursday, March 11, 1897. |

The hall of the English High School was well filled at both afternoon and evening sessions, and between fifteen and sixteen hundred teachers daily availed themselves of the opportunity to enjoy the course. Through the coöperation of the teachers, the Boston Public Library, and friends, a syllabus of the course, which has found its way to many a teacher's desk, was issued. It was the aim in printing the syllabus to give a list of books for supplementary reading, a brief outline of the subject-matter presented at the lectures, and certain typical illustrations which the stereopticon was to project upon the screen. General Loring, the Director of the Museum of Fine Arts, kindly offered to furnish special admission tickets to the Museum to all teachers who enrolled for this course. These tickets, which have been issued to over fifteen hundred of our teachers, admit the holder at all hours when the Museum may be open, and provide for the admission, under the same conditions, of four pupils when accompanied by an adult. The renewal of these tickets makes the Museum of Fine Arts free to every Boston teacher.

A similar course of illustrated lectures is planned for the ensuing year, which will no doubt foster an interest in the study of pictures, and further a wider use of the collections in our Museum of Fine Arts and Public Library by the workers in the public schools.

MUSIC.

At a meeting of the Committee on Music held Sept. 25, 1896, it was voted to place the responsibility for instruction in music in the following schools

upon the various masters, and to relieve them from the supervision of the special instructors in music, viz.: *Adams, Bigelow, Chapman, John A. Andrew, Lawrence, Lyman, Phillips, Shurtleff, Wells, and Charles Sumner Schools.* Subsequently the *John A. Andrew School* was stricken from the list, and the *Longfellow School* added.

By this action of the committee, the special instructors in music, whose duties would have been largely increased, owing to the resignation on July 1, 1896, of Mr. J. Munroe Mason, which vacancy had not been filled, were relieved of a portion of the additional work imposed upon them, while the instruction given to the pupils in the schools included in the foregoing list *suffered no falling off*, inasmuch as the respective masters or sub-masters in these schools are well fitted and competent to teach this branch of the curriculum.

It was also deemed wise to take some action in the direction of improving the methods of instruction in music given by the teaching corps generally, and to place also upon them the same responsibility for thorough and successful instruction in this subject that is required with regard to other branches of study. The committee accordingly passed the following vote: "That the instructors in music be requested to adopt such methods as shall place the responsibility for the instruction of the pupils upon the masters and their assistants, with a view to making the schools independent of the instructors in the study of music; the *work of the instructors to be supervisory and critical rather than teaching.*"

It was also voted to hold special meetings of the teachers in the grammar and primary schools, continuing under the supervision of the instructors in music, at convenient times and places, for the purpose of musical instruction and practice, and the chairman of the committee was authorized to carry the provisions of this vote into effect. In pursuance thereof, frequent meetings of the teachers with the special instructors have been held during the current year, from which very gratifying results have been obtained.

In conclusion it may be remarked that the chairman of the Committee on Music has held several satisfactory conferences with the instructors in music in connection with the carrying into effect of the foregoing plan for instruction in this subject.

PHYSICAL TRAINING.

Early in 1896, at the instance of the Boston Homeopathic Medical Association, and as a result of a hearing at which representatives of the association and of the Boston Medical Improvement Society appeared to advocate the incorporation of a more thorough course of physical training in the public schools, the following order was introduced in the School Board by the chairman of the Committee on Hygiene and Physical Training, and referred to the Joint Committee on Examinations and Hygiene and Physical Training:

Ordered, That a more thorough course of physical training be incorporated into the school course, and that the present curriculum be so modified as to admit of more time being devoted to this most important branch of education.

In the meantime a committee of the Medical Improvement Society, consisting of Dr. W. Channing, Dr. E. H. Bradford, and Dr. W. M. Conant, visited a number of the Boston schools, and embodied the results of their investigations in a very comprehensive report, from which we make the following extracts:

In the beginning it may be said that the committee had no definite idea of just how much or little attention was given to physical training in the Boston public schools. If they had any opinion, it was, perhaps, that the character of the work was rather meagre and unsatisfactory. They were aware of the earlier attempts that had been made, and of their final failure and collapse, and they were somewhat sceptical as to what they would now actually find.

It gives them pleasure to say that they were agreeably disappointed from the start, for they soon discovered that physical training as now being given under the direction of the present department to the public school children was founded on solid scientific principles in which unity, harmony, and progression were apparent, and was being practically and successfully applied under a system of thorough, skilful, and careful organization.

Everywhere the committee have gone they have been gratified to find the interest manifested by teachers and scholars. There may have been exceptions, but only frequently enough to prove the rule.

It is especially gratifying to find how thoroughly and carefully the teachers have taken hold. No system, however good, could succeed without this co-operation, and we must regard it as one proof of the excellence of the present system that this interest has been aroused. One evident reason why so much good work has been accomplished with the pupils is that they are reacted on by and share in the enthusiasm of the teachers.

The present system, as understood by the committee, recognizes the need of regular instruction in physical training from the beginning of school life. To be of the greatest service it must begin early and be continued regularly each year to the end. Every year adds to its beneficial effects, both on body and mind, and it is not too much to say that it will have lasting influence on the health of the organism. Furthermore, we may look for the establishment of improved muscular coördination, which must result in more accurate and careful habits of mental action. It must not be forgotten that, in as far as we are training the body to quick, active, and regular responses, we are at the same time training the mind in a similar manner.

The Swedish system, as adapted for use in the schools, offers a great variety and diversity of exercises, and further enlivened with gymnastic games is unsurpassed for school work. But the committee wish especially

to call attention to the need of apparatus in the higher grades of the work. The word "apparatus" formerly suggested many expensive appliances, but it is one of the very great advantages of the Swedish system that it requires comparatively little apparatus, and that of a simple and inexpensive character. Little by little the effort should be made to introduce some of this apparatus into the higher schools, until ultimately every boy and girl entering a high school can have the chance to make use of it. It is to be hoped, of course, that all new school buildings will have a large, well ventilated, and simply finished hall for assembly purposes. In such a hall a few pieces of movable apparatus can be placed, occupying little room, and not in any way detracting from its attractiveness. In the opinion of the committee no better expenditure of money could be made for the health of the school children, and for the promotion of the best interests of physical training, than to introduce a few such pieces of Swedish apparatus in many of the present good-sized high or grammar school halls. The outlay in each school would be surprisingly small.

The time allowed for gymnastics is at present sixteen minutes daily. It is to be earnestly hoped that this length of time may in the future be considerably extended, so as to allow for a little work both in the morning and afternoon. It has been proved by Kraeplin and others that mental work is of a decidedly better character if there are periods of rest at certain intervals, and the committee believe that the school children would achieve better mental results if more frequent periods of physical activity could alternate with study periods. They would suggest the period for gymnastics be extended from sixteen to twenty minutes daily, the best use of this time to be arranged for by the director of physical training.

On June 8, 1897, the Joint Committee on Examinations and Hygiene and Physical Training, after hearing the petitions for an increased amount of physical training in the public schools, submitted the following report :

As the city becomes more densely populated the opportunities for normal and healthy exercises by children become less and less. A generation ago the boys and girls in most parts of the city were within easy reach of open lots or suburban spaces, where they could play active games; but with the growth of the city this is no longer true, and it has become necessary for the schools to supply a want unfelt in the past.

The Swedish system of free movements in use in the primary schools is excellent as far as it goes, but it ought to be supplemented by a larger amount of physical training. This is still more necessary in the grammar schools,

where the free movements alone are far from sufficient for the needs of the older children.

The additional time required cannot wisely be taken from the hours now devoted to study, either in the primary or grammar schools; for the period of study in American schools is already shorter than that in the schools of other highly civilized nations, and the progress of the children in education is less rapid. There seems to be no reason, however, why in schools that have two sessions a part or the whole of the twenty-minute recess may not be profitably used for a system of games or light gymnastic exercises conducted under the direction of the teacher. The mental relaxation and the active movement, which constitute the real value of the recess, would be quite as great as they are at present.

Among the pupils in the high schools the need of physical culture is even greater. This is already supplied to some extent in the case of the girls by gymnastic exercises, which ought to be extended until in every high school there is a properly equipped gymnasium, and its use is a regular part of the curriculum. In the case of the boys the only physical exercise provided is that of military drill. Now it is the universal opinion of experts that the drill alone does not furnish the best kind of physical training; that it ought at least to be supplemented by regular compulsory work in a gymnasium. Such work might well be made preparatory to a somewhat abridged period of drill. A year, for example, might be devoted to it with great advantage, and every boy might be required to attain a certain standard of development before he is placed in the school regiment.

And at the same meeting the following order was passed by the Board :

Ordered, That the Board of Supervisors, together with the Director of Physical Training, be requested to prepare and put into operation a plan for giving effect to the recommendations of the foregoing report.

In pursuance of the foregoing action on the part of the School Committee, the Director of Physical Training prepared a plan for broadening the instruction in this department, which was presented to and adopted by the Board of Supervisors on July 1, 1897.

Briefly stated, the plan contemplates the fitting up of gymnasiums in the Washington Allston and Bennett Schools, the purchase of additional portable

apparatus, including balance bars, jumping stands, stall bars, etc., to be placed in the halls and corridors of a dozen or more Grammar Schools, and a supply of soft rubber balls, leather balls, quoits, rings, and sticks for a number of other schools. Some steps have been taken in the direction of carrying out the suggestions made, and it is hoped that before long the entire plan will be in practical operation.

On Sept. 1, 1897, Dr. E. M. Hartwell, who had ably filled the position of Director of Physical Training since Jan. 1, 1891, and to whose skill and indefatigable labors the high standing of this department is largely due, resigned from the service to accept the secretaryship of the recently created Department of Municipal Statistics. His successor has not yet been appointed, and in the meantime the duties of the position are being discharged by Mr. Hartvig Nissen, who has been Dr. Hartwell's assistant since April 1, 1891. Since September Mr. Nissen has personally given instruction in various games and marching to all the children in nearly twenty of the Grammar Schools, and has also conducted three evening classes each week in the Boys' Latin School gymnasium for the instruction of teachers in the use of apparatus, and in games and marching. These classes will be continued until late in the spring of 1898. He has also recently delivered lectures on the subject of physical training in some thirty schools, and has helped in the introduction of new features.

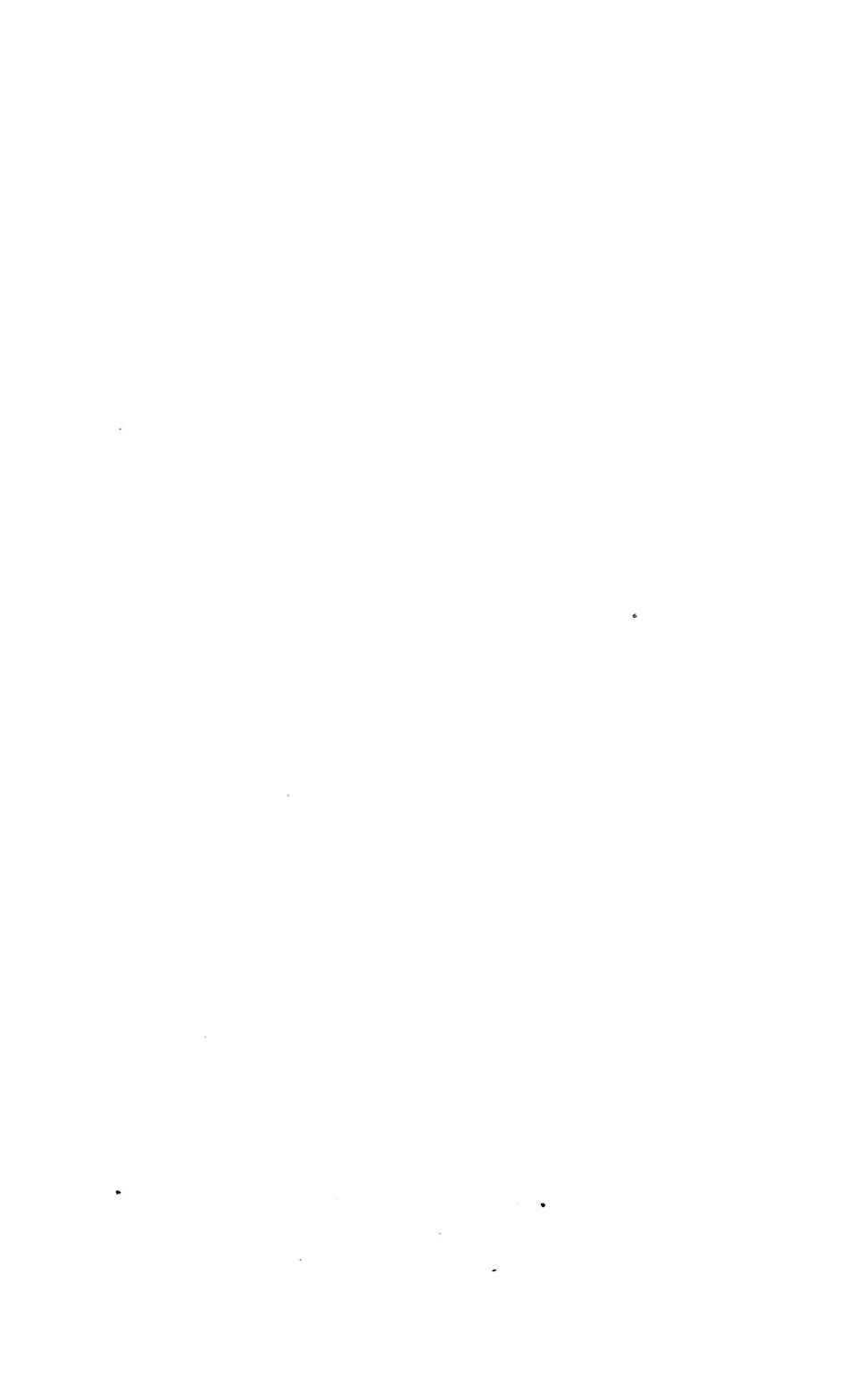
The marking of the Grammar Schools made last June in accordance with the system devised by

Dr. Hartwell was very satisfactory. The average mark of 56 schools was 1.33 (1 to 1.40 being rated as excellent). In 1895 the average mark of all the schools was 1.40. The poorest mark this year was 1.68 = very good.

The advance made in this department is due in no small degree to the interest manifested in the work by the regular teachers, without whose intelligent and hearty coöperation but little could be accomplished.

It is the painful duty of this committee to record the death of Joseph T. Paget, late Instructor of Military Drill. By his untiring industry and conscientious devotion to the duties of his office, and by his genial and gentlemanly bearing, Captain Paget had won the esteem and friendship of the members of the School Committee, the respect of the instructors associated with him, and the love of the many young men who came under his direction. Captain Paget died very suddenly a few days before the date fixed for the annual parade of the school cadets, and their creditable appearance on that occasion was due, in no small degree, to his faithful and earnest instruction.

GUSTAV LIEBMANN, *Chairman*,
FRANK E. BATEMAN,
WILLIAM H. BOWDLEAR.



REPORT
OF
COMMITTEE ON ACCOUNTS.

TWENTY-NINTH ANNUAL REPORT.

COMMITTEE ON ACCOUNTS.

BOSTON, March, 1897.

To the School Committee :

The Committee on Accounts herewith present their report for the financial year 1896-97, in accordance with the Rules of the School Board, and also the detailed statement of expenditures prepared by the Auditing Clerk, as required by the Regulations.

Under date of December 24, 1895, this committee submitted to the School Board an estimate of the amount needed for the current expenses of the schools for the ensuing year.

The estimates presented were approved by the School Committee and transmitted to his Honor the Mayor.

They were as follows :

| | |
|-----------------------------------------------------------------|-------------|
| Salaries of instructors | \$1,699,000 |
| Salaries of officers | 66,500 |
| Salaries of janitors | 131,500 |
| Fuel, gas, and water | 87,000 |
| Supplies and incidentals | 136,000 |
| School-houses — repairs, etc. | 250,000 |
| | <hr/> |
| | \$2,370,000 |
| | <hr/> |
| “ Special appropriation ; ” extraordinary repairs, etc. | \$440,000 |

The City Council granted two appropriations for the running expenses of the schools, one of \$2,000,000 under the head of School Committee, and the other of \$173,400 under the head of Public Buildings — Schools.

No provision was made for the special appropriation until later in the year when His Honor the Mayor recommended and the City Council granted a sum of \$300,000 for fire-escapes, ventilation, and improving the sanitary condition of

the schools. It was unfortunate that the action granting the appropriation was not taken earlier in the year, as the improvements in some cases have been made at the expense of a large number of school children who were prevented from attending school for a considerable time.

The City Council reduced the estimate of the School Committee, exclusive of school-houses, repairs, etc., \$120,000. The estimates are never made up on a basis that will permit a reduction to this extent, and therefore the School Committee under date of November 24, 1896, addressed a communication to His Honor the Mayor requesting an additional appropriation of \$74,000 to meet an actual deficit, which sum was granted by the City Council.

The bills incurred for repairs in excess of the appropriation were allowed to be paid by the Mayor from money available at the close of the financial year.

The ordinary expenses for the past year were as follows :

| | |
|-----------------------------------------------|-----------------------|
| Salaries of instructors | \$1,663,792 74 |
| Salaries of officers | 66,290 84 |
| Salaries of janitors | 131,560 50 |
| Fuel, gas, and water | 82,804 09 |
| Supplies and incidentals : | |
| Books | \$53,357 81 |
| Printing | 6,383 23 |
| Stationery and drawing materials | 24,631 76 |
| Miscellaneous items | 47,365 21 |
| | <hr/> |
| | 131,738 01 |
| School-house repairs, etc. | 225,973 76 |
| | <hr/> |
| Expended from the appropriation | \$2,302,159 94 |
| Expended from income of Gibson fund | 1,191 38 |
| | <hr/> |
| Total expenditure | \$2,303,351 32 |
| Total income | 40,438 51 |
| | <hr/> |
| Net expenditure, School Committee | <u>\$2,262,912 81</u> |

Your committee, in preparing the estimates, stated that the probable income would be as follows :

| | |
|-------------------------------------|-------------|
| Non-residents, State and City . . . | \$19,000 00 |
| Trust-funds and other sources . . . | 20,000 00 |
| | <hr/> |
| Total estimated income . . . | \$39,000 00 |

The income collected was as follows :

| | |
|----------------------------------------------|-------------|
| Non-residents, State and City . . . | \$19,130 32 |
| Trust-funds and other sources . . . | 18,280 80 |
| Sale of books | 205 01 |
| State of Massachusetts, travelling expenses, | 2,822 38 |
| | <hr/> |
| Total income | \$40,438 51 |

The net expenses of the School Committee, compared with those for 1895-96, show an increase of \$87,226.58.

The average number of pupils belonging to the different grades the past year was 78,167. The average cost per pupil amounted to \$28.95; a decrease, as compared with that of the previous year, of nineteen cents per pupil.

The increase in the average number of pupils in the past year (3,501) is very gratifying, it being the largest increase in any year for more than twenty years, and in excess of that warranted by the advance in population during the year.

The demand for higher education is especially noticeable, the attendance in High Schools having increased about eleven per cent., while the Grammar and Primary increased between three and four per cent.

The gross expenses for the past year, compared with those for 1895-96, show a variation in the different items of the appropriation as follows :

| | |
|-----------------------------------------------|--------------|
| Salaries of instructors, increased . . . | \$79,225 74 |
| Salaries of officers, increased . . . | 3,836 34 |
| Salaries of janitors, increased . . . | 7,689 19 |
| Fuel, gas, and water, increased . . . | 6,903 80 |
| Supplies and incidentals, increased . . . | 15,003 14 |
| | <hr/> |
| | \$112,658 21 |
| School-houses, repairs, etc., decreased . . . | 24,133 37 |
| | <hr/> |
| Total increase, gross | \$88,524 84 |

The following shows the variation in the number of pupils and in salaries in the different grades for the past year, compared with those for 1895-96 :

| | |
|----------------------------------------------------------------------------|-------------|
| High Schools, pupils increased 487, salaries increased | \$18,970 30 |
| Grammar Schools, pupils increased 1,267, salaries increased, | 28,631 85 |
| Primary Schools, pupils increased 799, salaries increased, | 12,855 23 |
| Horace Mann School, pupils decreased 4, salaries increased | 1,418 48 |
| Kindergartens, pupils increased 127, salaries increased | 7,750 06 |
| Evening Schools, pupils increased 741, salaries increased, | 5,299 00 |
| Evening Drawing Schools, pupils increased 75, salaries increased | 97 00 |
| Manual Training Schools, salaries increased | 4,930 66 |
| Special teachers, salaries decreased | 726 84 |
| Spectacle Island, pupils increased 9 | |
| Total increase in pupils, 3,501; in salaries, \$79,225.74 | |

The number of regular instructors on the pay-rolls, Jan. 1, 1897, was 1,613, divided among the several grades of schools as follows: High Schools, 162; Grammar Schools, 763; Primary Schools, 521; Horace Mann School, 13; Kindergartens, 119; Manual Training, including Cookery, 35 — an increase of 68 regular instructors since Jan. 1, 1896.

In addition, there have been 138 temporary teachers and 63 special assistants employed in the day schools, an average of 198 instructors in the Evening and Evening Drawing Schools, and 63 special instructors, including 36 teachers of sewing, making a total of 2,075 instructors on the pay-rolls during the year.

The amount paid for salaries of instructors the past year was \$1,663,792.74, an increase of \$79,225.74 over the year preceding. About \$23,000 of this increase was occasioned by the new salary schedule, which went into operation Sept. 1, 1896. Within the past ten years salaries of instructors have increased 41 per cent. although the number of pupils has increased only about 25 per cent.

The expenditure for this item was over 80 per cent. of the total net expenditure, exclusive of repairs and the building of new school-houses, and was paid to about two thousand different persons. It would be impossible for any Board to so apportion this sum that all the recipients would consider themselves equitably treated. Under the Regulations each school is allowed a quota of teachers of certain ranks; but owing to peculiar conditions in many cases permission is usually granted for additional instructors, or for an increase in rank, which adds largely to the cost for salaries of instructors.

The annual increase for the past five years, occasioned by the natural increase in the number of pupils, has averaged over \$50,000, and will doubtless continue in the same ratio during the succeeding five years; but to this must be added the expenditure demanded by the new schedule, making a total average increase of more than \$150,000 per annum.

The cost per pupil for salaries paid instructors in the Normal, Latin, and High Schools the past year was as follows:

| | |
|-------------------------------------|---------|
| Normal School | \$67 72 |
| Latin School | 79 06 |
| Girls' Latin School | 43 60 |
| English High School | 77 02 |
| Girls' High School | 42 49 |
| Roxbury High School | 50 82 |
| Charlestown High School | 49 41 |
| Dorchester High School | 51 36 |
| Brighton High School | 47 43 |
| West Roxbury High School | 57 05 |
| East Boston High School | 48 09 |
| Mechanic Arts High School | 96 06 |
| <hr/> | |
| Average cost | \$60 11 |
| <hr/> | |

The average salary paid during the year to each regular

| | |
|-----------------------------------------|------------|
| High School instructor was | \$1,734 54 |
| Grammar School instructor was | 989 37 |
| Primary School instructor was | 709 33 |

During the year \$68,770.93 were paid for instruction by special teachers, as follows :

| | |
|------------------------------------------------------------|--------------------|
| Sewing, 36 teachers, 320 divisions | \$22,845 60 |
| Music, 8 instructors | 15,336 00 |
| Drawing: director, 10 months | 2,500 00 |
| 2 assistants | 2,718 00 |
| Modern languages: director, 8 months | 2,000 00 |
| 3 assistants | 4,425 33 |
| Physical training: director | 3,000 00 |
| assistant | 2,093 33 |
| Military drill: instructor and armorer | 2,912 50 |
| Kindergarten methods: director and 2 instructors | 4,343 33 |
| Calisthenics and elocution: 3 instructors | 3,300 00 |
| Chemistry: instructor | 1,620 00 |
| assistant, Girls' High School | 804 00 |
| assistant, Roxbury High School | 748 17 |
| Total for special instructors | <u>\$68,646 26</u> |

The Evening High School, occupying the entire English High School building on Montgomery street, and its two branches in the High School buildings in Charlestown and East Boston, began their sessions September 28, 1896. Ten Elementary Evening Schools in different parts of the city were opened at the same time. January 4, 1897, two additional elementary schools were established in the Lyceum Hall building, Dorchester, and in the Washington Allston Grammar building, Brighton.

Within the past few years great improvements have been made in the evening school system. With efficient instruction, a proper grading of pupils, and regular attendance, these schools are approaching the day schools in excellence of results; and it is believed by those interested in and best acquainted with the work, that their cost will prove a good investment, yielding returns in many directions.

The salaries paid instructors in the High and Elementary Evening Schools amounted to \$46,336.50 for the year, as compared with \$41,037.50 for the previous year, an increase of \$5,299.

Five Evening Drawing Schools were opened October 19, 1896, in accordance with the Regulations, and held sessions three evenings each week, with the exception of the school in Roxbury granted permission to be open five evenings each week, owing to the great number of applicants.

The cost for salaries of instructors in these schools was \$11,656, as compared with \$11,559 for the year preceding.

The number of Kindergartens has increased during the year from 59 to 62. The number of teachers employed January 1, 1897, was 61 principals, 58 assistants, 1 temporary teacher, and 2 special assistants. The salaries paid during the year amounted to \$68,832.24, an increase as compared with 1895-96 of \$7,750.06.

Exclusive of the Mechanic Arts High School the city is now supporting in the line of manual training, 20 schools of carpentry for boys and 17 schools of cookery for girls, in connection with Grammar School work, which includes also sewing as a part of manual training instruction.

For teaching carpentry and cookery a force of 36 special instructors is employed, including 2 principals, one in each branch, and 1 temporary assistant, and their total salaries paid amount to \$27,398.78 for the year.

The amount paid for salaries of officers the past year was \$66,290.84, an increase of \$3,836.34 as compared with the year previous. The appointment of one additional truant-officer, additions to the clerical force of the offices, and increased salaries paid truant-officers are responsible for the increase.

The expenditure for salaries of janitors during the year amounted to \$131,560.50, and was an increase of \$7,689.19 over the cost for the year preceding. The average salary

paid to each person under this head was \$783.10 ; but as many of the janitors employ either permanent or temporary assistance, the net average amount was considerably less.

The men in charge of steam-boilers in the smaller schools on small salaries can rarely add to their compensation by other work, as they must be in attendance on the heating apparatus during school hours, and perform the remaining janitors' duties of sweeping, dusting, etc., at other times.

A force of one hundred and sixty-eight janitors is required to take charge of the several school buildings. Some janitors have the care of two or three, and in a few instances four different buildings, while others add to their salary by taking care of an evening school.

The new law requiring janitors operating steam-boilers and engines to hold a proper certificate will, it is feared, lead to interruptions in the service in case of sickness or death, as under the civil service law it might be impossible at short notice to secure a substitute from the certified list holding the proper license.

A recent illustration was in the case of the death of the janitor of the Robert G. Shaw School. His assistant was placed temporarily in charge, but was ordered by the Inspection Department to be dismissed at once as incompetent ; and before a man could be obtained who was qualified to take charge, the school was obliged to be closed an entire day.

Some of the smaller schools recently built, or in process of erection, contain engine fans or other ventilating apparatus, and require the services of a practical licensed engineer. This class of men commands a much higher salary than janitors of the old-fashioned furnace-heated buildings of the same size, although the general duties in the way of cleanliness may not be any more acceptably performed.

During the summer vacation the floors of the school-houses with few exceptions were thoroughly washed under the direction of the janitors.

The cost for this work was about \$1,600.

During the past year the Committee on Supplies presented for approval bills to the amount of \$214,542.10, which represents the total expenditures of the School Committee, exclusive of salaries, repairs, and the building of new school-houses. The income amounted to \$3,027.39, which deducted from the gross expenditures, leaves the sum of \$211,514.71 as the net amount expended under their direction. The schools consumed 15,682 tons of coal and 227 cords of wood, which together with the expense for water and gas amounted to \$82,804.09 which is included in the above amount.

Full particulars regarding the method and cost of supplying the schools is given in the report of the Committee on Supplies lately presented.

During the year bills properly certified by the Superintendent of Public Buildings and approved by the Committee on School Houses, have been received, amounting to \$225,-973.76, which represents the cost of repairs and alterations of school-houses and includes rents paid for temporary accommodations.

As the School Committee has no authority to make expenditures for this purpose in excess of the appropriation granted, it often happens that repairs needing prompt attention are delayed on the ground that no money is available.

The largest items of expense were as follows :

| | |
|-----------------------------------------------------|-------------|
| Furniture | \$56,688 83 |
| Carpentry | 31,046 14 |
| Heating apparatus and ventilation | 28,269 72 |
| Rent and taxes | 22,285 19 |
| Masonry | 13,723 42 |
| Painting and glazing | 12,641 02 |
| Plumbing | 11,923 21 |
| Roofing | 11,413 67 |
| Salaries of Superintendent and Assistants | 5,757 00 |

It is expected that the fall term beginning next September will find the schools in a better sanitary condition than ever

before, as the special appropriation of \$300,000 will by that time have been expended in many buildings that specially needed a greater or less outlay to put them into a proper healthful condition.

The expenditures up to February 1, 1897, on account of the Special Appropriation of \$300,000 granted for fire-escapes, ventilation, and improving the sanitary condition of the schools have been as follows :

| | |
|--------------------------------------------------|------------|
| Henry L. Pierce School | \$1,875 00 |
| Rice School | 2,471 40 |
| Edward Everett School | 16,513 68 |
| Cyrus Alger School | 9,912 82 |
| Roxbury-street School | 5,994 61 |
| Norcross School | 200 00 |
| Glenway School | 3,569 62 |
| Wait School | 1,173 89 |
| Howard-avenue School | 1,658 92 |
| Freeman School | 771 49 |
| Cushman School | 2,622 49 |
| Hancock School | 2,289 08 |
| Skinner School | 393 19 |
| Washington-street School, Forest Hills | 4,392 85 |
| Everett School, city | 350 00 |
| Winship School | 150 00 |
| Bennett School | 100 00 |
| John A. Andrew School | 200 00 |
| Baker-street School | 1,008 00 |
| Savin Hill School | 2,925 96 |
| Common-street School | 4,566 27 |
| Mt. Pleasant-avenue School | 3,662 87 |
| Lewis School | 503 20 |
| Chestnut-avenue School | 4,359 64 |
| Mechanic Arts High School | 819 20 |
| Sharp School | 1,545 31 |
| Grant School | 1,007 09 |
| Hobart-street School | 70 00 |
| Bennett Branch School | 75 00 |
| Mead-street School | 5,228 89 |
| Bailey-street School | 4,521 97 |
| Quincy-street School, Roxbury | 8,110 55 |
| Everett School, Brighton | 4,492 17 |

| | |
|-------------------------------------------------|--------------|
| Lowell School | \$12,824 37 |
| Warren School | 11,467 22 |
| Canterbury-street School | 3,921 27 |
| Emerson School | 7,184 58 |
| Ware School | 727 59 |
| Winthrop School | 2,487 51 |
| Phillips School | 1,033 13 |
| Tyler-street School | 478 50 |
| Quincy School | 2,205 11 |
| Dillaway School | 1,081 67 |
| Sherwin School | 150 00 |
| Lyman School | 10,699 90 |
| Old Edward Everett School | 7,515 55 |
| Somerset-street School | 209 43 |
| Weston-street School | 811 45 |
| Chapman School | 1,240 50 |
| Adams-street School | 1,184 77 |
| Appleton-street School | 1,347 47 |
| Capen School | 174 94 |
| Howe School | 232 06 |
| Bunker Hill School | 1,865 69 |
| Bunker Hill and Charles-street School | 1,162 56 |
| Tileston School | 547 97 |
| Old Roxbury High School | 10 00 |
| Salaries | 1,974 06 |
| Teaming | 563 03 |
| Fire-extinguishers | 1,165 00 |
| Incidentals | 1,150 37 |
| | <hr/> |
| | \$172,950 86 |

Under authority granted by Chapter 408 of the Acts of the Legislature for 1895, the School Committee has authority to expend \$2,200,000 during a period of five years for the purchase of school-house sites, and the erection and furnishing of new buildings. The amount available the first two years was limited to \$1,000,000, nearly all of which has been expended or contracted for. Up to February 1, 1897, bills on account of the authority granted by this Act have been approved for payment to the amount of \$304,783.69.

The Committee on School Houses in charge of this appropriation, are making every possible effort to provide accom-

modations as speedily as possible, especially in the suburban districts, where the needs are most imperative; and without doubt, at the end of the five years, the results of their labors will receive the approval of an impartial public.

The following table shows the expenditures made for carrying on the schools, exclusive of furniture, repairs, and new school-houses, since the reorganization of the Board, a period of twenty years and nine months :

| YEAR. | Expenditures. | Income. | Net Expenditures. | No. of Pupils. | Rate per Pupil. |
|--------------------------------|----------------|-------------|-------------------|----------------|-----------------|
| 1876-77 | \$1,525,199 73 | \$21,999 03 | \$1,503,200 70 | 50,308 | \$29 88 |
| 1877-78 | 1,455,687 74 | 30,109 31 | 1,425,578 43 | 51,759 | 27 54 |
| 1878-79 | 1,405,647 60 | 32,145 54 | 1,373,502 06 | 53,262 | 25 79 |
| 1879-80 | 1,416,852 00 | 49,090 28 | 1,367,761 72 | 53,981 | 25 34 |
| 1880-81 | 1,413,763 96 | 73,871 08 | 1,339,892 88 | 54,712 | 24 49 |
| 1881-82 | 1,392,970 19 | 69,344 08 | 1,323,626 11 | 55,638 | 23 79 |
| 1882-83 | 1,413,811 66 | 73,278 56 | 1,340,533 10 | 57,554 | 23 29 |
| 1883-84 | 1,452,854 38 | 79,064 66 | 1,373,789 72 | 58,788 | 23 37 |
| 1884-85 | 1,507,394 03 | 39,048 26 | 1,468,345 77 | 59,706 | 24 59 |
| 1885-86 | 1,485,237 20 | 31,213 34 | 1,454,023 86 | 61,259 | 23 74 |
| 1886-87 | 1,485,343 29 | 33,388 28 | 1,451,955 01 | 62,259 | 23 32 |
| 1887-88 | 1,536,552 99 | 37,092 81 | 1,499,460 18 | 62,226 | 24 10 |
| 1888-89 | 1,596,949 08 | 39,585 52 | 1,557,363 56 | 64,584 | 24 11 |
| 1889-90 | 1,654,527 21 | 39,912 30 | 1,614,614 91 | 66,003 | 24 46 |
| 1890-91 | 1,685,360 28 | 41,209 06 | 1,644,151 22 | 67,022 | 24 53 |
| 1891-92 . . { nine months } | 1,295,981 34 | 30,757 31 | 1,265,224 03 | 67,696 | 18 69 |
| 1892-93 | 1,768,985 64 | 37,578 66 | 1,731,406 98 | 68,970 | 25 10 |
| 1893-94 | 1,822,052 26 | 40,709 13 | 1,781,343 13 | 71,495 | 24 92 |
| 1894-95 | 1,885,537 38 | 38,604 35 | 1,846,933 03 | 73,603 | 25 09 |
| 1895-96 | 1,964,760 76 | 39,181 66 | 1,925,579 10 | 74,666 | 25 79 |
| 1896-97 | 2,077,377 56 | 39,500 83 | 2,037,876 73 | 78,167 | 26 07 |

From the above table it will be seen that the running expenses, exclusive of repairs, were twenty-eight cents more per pupil than for the previous year.

The following table shows the cost of repairs made and furniture provided since 1876-77:

| YEAR. | Expenditures. | Income. | Net Expenditures. | No. of Pupils. | Rate per Pupil. |
|------------------------------------|------------------------|----------|------------------------|----------------|-----------------|
| 1876-77 | \$165,876 72 | | \$165,876 72 | 50,398 | \$3 30 |
| 1877-78 | 126,428 35 | | 126,428 35 | 51,759 | 2 45 |
| 1878-79 | 114,015 32 | | 114,015 32 | 53,262 | 2 14 |
| 1879-80 | 98,514 84 | | 98,514 84 | 53,981 | 1 82 |
| 1880-81 | 145,913 55 | \$295 00 | 145,708 55 | 54,712 | 2 66 |
| 1881-82 | 178,008 88 | 247 50 | 177,761 38 | 55,638 | 3 19 |
| 1882-83 | 189,359 83 | 231 00 | 189,119 83 | 57,554 | 3 29 |
| 1883-84 | 186,852 18 | 300 00 | 186,552 18 | 58,788 | 3 17 |
| 1884-85 | 198,959 11 | 525 50 | 197,592 61 | 59,706 | 3 31 |
| 1885-86 | 188,435 63 | 137 50 | 188,298 13 | 61,259 | 3 07 |
| 1886-87 | 171,032 71 | 295 92 | 170,733 79 | 62,259 | 2 74 |
| 1887-88 | 243,107 89 | 221 00 | 242,886 89 | 62,226 | 3 99 |
| 1888-89 | 251,736 17 | 153 00 | 251,583 17 | 64,584 | 3 99 |
| 1889-90 | 262,298 75 | 850 20 | 261,558 55 | 66,003 | 3 96 |
| 1890-91 | 263,860 16 | 208 00 | 263,652 16 | 67,022 | 3 94 |
| 1891-92 nine months } | 203,344 27 | 595 50 | 204,748 77 | 67,696 | 3 02 |
| 1892-93 | 221,905 53 | 165 00 | 221,740 53 | 68,970 | 3 22 |
| 1893-94 | 190,465 03 | | 190,465 03 | 71,495 | 2 66 |
| 1894-95 | 214,232 47 | 25 00 | 214,227 47 | 73,603 | 2 91 |
| 1895-96 | 250,107 13 | | 250,107 13 | 74,666 | 3 35 |
| 1896-97 | 225,973 76 | 937 68 | 225,036 08 | 78,167 | 2 88 |

The foregoing tables include all the running expenses of the schools, and form the basis for computing the rate per pupil. The total running expenses compared with those for 1895-96 show a decrease in the rate of \$0.19 per pupil.

From the report of the Massachusetts State Board of Education issued in 1896, it appears that among all the cities and towns, Hull appropriated the largest amount for educational purposes for each child between the ages of five and fifteen years, viz., \$44.76, and that Gay Head stands lowest on the list of three hundred and fifty-three places, appro-

prising \$3.13 per child. Boston ranks twenty-second, with \$23.19 for each child. The average amount for each city or town was \$17.27.

The following table presents a list of the cities in the Commonwealth which raise over \$100,000 for the support of schools, and shows the amount raised by taxation, the sum allotted for each child between five and fifteen years of age, and the number of children between those ages:

| | Number of children be- tween 5 and 15 years of age. | Amount raised by taxes for the support of schools. | Sum appropri- ated by towns for each child between 5 and 15 years of age. |
|-----------------------|--------------------------------------------------------------|-------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Newton | 4,735 | \$123,657 34 | \$26.66.6 |
| Boston | 76,139 | 1,727,258 55 | 23.19.2 |
| Cambridge | 12,770 | 263,607 79 | 20 64.2 |
| Springfield | 8,002 | 153,801 70 | 19.22.0 |
| Worcester | 17,212 | 321,414 10 | 18.67.3 |
| Somerville | 8,040 | 150,085 92 | 18.66.7 |
| Lynn | 10,067 | 181,708 57 | 18.04.9 |
| Lowell | 13,778 | 218,092 96 | 15.82.9 |
| Holyoke | 8,641 | 101,916 33 | 12.86.9 |
| New Bedford | 9,665 | 122,032 66 | 12.75.2 |
| Fall River | 16,975 | 201,041 50 | 11.84.3 |
| Lawrence | 8,909 | 102,690 54 | 11.52.6 |
| Total | 194,333 | \$3,667,307 96 | Av., \$18.87.1 |

In some cases certain income is also applied. In Boston this amounted to \$38,629.35.

Later in this report the expenses of each grade of schools are given, but include only such as are directly chargeable to the different grades. In addition, certain expenditures, which might be termed general expenses, such as cost of supervision, salaries of officers, and directors of special studies, manual training expenses, printing, the annual festival, and similar expenditures, amounting to \$187,436.64, or about eight per cent. of the running expenses, are incurred for the schools as a whole.

In like manner a certain part of the income collected, amounting to \$18,280.80, is received for the schools in general, and not for any particular grade.

The following shows the total net cost for carrying on each grade of schools, by charging and crediting each with its share, *pro rata*, of the general expenses and income :

NORMAL, LATIN, AND HIGH SCHOOLS.

| | |
|----------------------------------------------------------|---------------------|
| Salaries of instructors | \$297,221 81 |
| Salaries of janitors | 16,992 65 |
| Books, drawing materials, and stationery | 11,380 59 |
| Other supplies and miscellaneous items | 6,050 11 |
| Fuel, gas, and water | 12,442 28 |
| Furniture, repairs, etc. | 28,354 83 |
| Proportion of general expenses | 34,028 80 |
| Total cost | <u>\$409,471 07</u> |
| Income from sale of books | \$66 10 |
| Proportion of general income | 3,318 85 |
| | <u>3,381 95</u> |
| Net cost | <u>\$406,086 12</u> |
| Average number of pupils, 4,945; cost per pupil \$82.12. | |
| Cost of educating 4,945 pupils | \$406,086 12 |
| Tuition paid by 101 non-resident pupils | 7,524 85 |
| Net cost of educating 4,844 resident pupils | <u>\$398,561 27</u> |
| Average cost of each resident pupil, \$82.28. | |

GRAMMAR SCHOOLS.

| | |
|--------------------------------------------------------------------|-----------------------|
| Salaries of instructors | \$786,149 78 |
| Salaries of janitors | 58,549 50 |
| Books, drawing materials, and stationery | 45,337 23 |
| Other supplies and miscellaneous items | 4,251 31 |
| Fuel, gas, and water | 36,662 77 |
| Furniture, repairs, etc. | 98,843 29 |
| Proportion of general expenses | 91,271 36 |
| Total cost | <u>\$1,121,065 24</u> |
| Income from sale of books | \$81 45 |
| Income from non-resident tuition | 221 39 |
| Proportion of general income | 8,901 75 |
| | <u>9,204 59</u> |
| Net cost | <u>\$1,111,860 65</u> |
| Average number of pupils, 35,906, average cost per pupil, \$30.97. | |

PRIMARY SCHOOLS.

| | | |
|----------------------------------------------------|------------------|-----------|
| Salaries of instructors | \$379,848 | 12 |
| Salaries of janitors | 49,445 | 79 |
| Books, drawing materials, and stationery | 14,010 | 82 |
| Other supplies and miscellaneous items | 2,316 | 33 |
| Fuel, gas, and water | 28,412 | 17 |
| Furniture, repairs, etc. | 62,091 | 51 |
| Proportion of general expenses | 46,474 | 71 |
| Total cost | \$582,599 | 45 |
| Income from sale of books | \$50 | 15 |
| Proportion of general income | 4,532 | 71 |
| | <hr/> | 4,582 86 |
| Net cost | <u>\$578,016</u> | <u>59</u> |

Average number of pupils, 27,435; cost per pupil, \$21.07.

EVENING HIGH AND ELEMENTARY SCHOOLS.

| | | |
|----------------------------------------------------|-----------------|-----------|
| Salaries of instructors | \$46,336 | 50 |
| Salaries of janitors | 2,481 | 00 |
| Books, drawing materials, and stationery | 1,485 | 92 |
| Other supplies and miscellaneous items | 88 | 05 |
| Fuel, gas, and water | 2,562 | 17 |
| Furniture, repairs, etc. | 1,650 | 48 |
| Proportion of general expenses | 5,191 | 63 |
| Total cost | \$59,795 | 75 |
| Income from sale of books | \$7 | 31 |
| Income from non-resident tuition | 98 | 82 |
| Proportion of general income | 506 | 33 |
| | <hr/> | 612 46 |
| Net cost | <u>\$59,183</u> | <u>29</u> |

Average number of pupils, 5,757; average cost per pupil, \$10.28.

EVENING DRAWING SCHOOLS.

| | | |
|--------------------------------------------------|----------|----|
| Salaries of instructors | \$11,656 | 00 |
| Salaries of janitors | 430 | 96 |
| Drawing materials and stationery | 671 | 67 |
| Other supplies and miscellaneous items | 8 | 55 |
| Fuel, gas, and water | 645 | 44 |

Carried forward,

\$13,412 62

| | |
|------------------------------------------|--------------------|
| <i>Brought forward,</i> | \$13,412 62 |
| Furniture, repairs, etc. | 1,826 02 |
| Proportion of general expenses | 1,314 99 |
| Total cost | <u>\$16,553 63</u> |
| Proportion of general income | 128 25 |
| Net cost | <u>\$16,425 38</u> |

Average number of pupils, 637; average cost per pupil, \$25.79.

HORACE MANN SCHOOL.

| | |
|--------------------------------------------------------------|--------------------|
| Salaries of instructors | \$14,909 68 |
| Salaries of janitors | 1,349 00 |
| Books, drawing materials, and stationery | 98 12 |
| Other supplies, car-fares, and miscellaneous items | 2,155 13 |
| Fuel, gas, and water | 600 78 |
| Furniture, repairs, etc. | 2,456 29 |
| Proportion of general expenses | 1,873 83 |
| Total cost | <u>\$23,442 83</u> |
| Proportion of general income | 182 76 |
| | <u>\$23,260 07</u> |

Average number of pupils, 108; cost per pupil, \$215.37.

| | |
|----------------------------------------------------------------------------------------|-------------------|
| Total cost of educating 108 pupils | \$23,260 07 |
| Received from the State, etc., for tuition and travelling expenses of pupils | 14,107 64 |
| Net cost of educating 108 pupils | <u>\$9,152 43</u> |

Net average cost of each pupil, \$84.74.

KINDERGARTENS.

| | |
|----------------------------------------------------|--------------------|
| Salaries of instructors | \$68,832 24 |
| Salaries of janitors | 1,675 00 |
| Books, drawing materials, and stationery | 100 18 |
| Kindergarten supplies and pianos | 1,622 95 |
| Services of maids | 1,758 55 |
| Other supplies and miscellaneous items | 73 87 |
| Fuel, gas, and water | 205 35 |
| Furniture, repairs, etc. | 7,100 57 |
| Proportion of general expenses | 7,281 32 |
| Total cost | <u>\$88,650 03</u> |
| Proportion of general income | 710 15 |
| Net cost | <u>\$87,939 88</u> |

Average number of pupils, 3,354; average cost per pupil, \$26.22.

A large number of non-resident pupils attend the public schools of this city, and receive instruction throughout the entire course of the grade in which they enter, especially in the High Schools.

The General Statutes empower the School Board to collect the average cost per scholar of all such pupils in the schools; and the Committee on Accounts, upon whom the Board has placed the responsibility, endeavor to learn of all who are attending without legal right. But with the utmost care it has happened that children whose parents are residents of other places have come to Boston to live with relatives and have gone through the entire course, graduating from a High School, without detection. Each case of this nature means a loss to the city of about \$600 for the good of the community at large.

The amount collected from this source the past year was as follows :

| | | | | |
|------------------------------------------------|---|---|---------|-------|
| 101 Normal, Latin, and High School pupils paid | . | . | \$7,524 | 85 |
| 9 Grammar School pupils paid | . | . | 221 | 39 |
| 10 Evening High School pupils paid | . | . | 98 | 82 |
| | | | | <hr/> |
| A total of 120 pupils, who paid | . | . | \$7,845 | 06 |
| | | | | <hr/> |

In addition, \$11,285.26 were received from the State of Massachusetts in payment for tuition of pupils in the Horace Mann School. The State pays \$100 per annum for each Boston pupil and \$105 for each out-of-town pupil.

The total income received on account of tuition was \$19,130.32.

The total expenditure for the public schools, including new school-houses, for the past year was as follows :

| | | |
|-----------------------------------------------------------------------------------|-------------|----|
| School Committee | \$2,076,186 | 18 |
| School Committee, Gibson Fund | 1,191 | 38 |
| School Committee, repairs, etc. | 225,973 | 76 |
| Public Buildings and School Departments, New School-houses (special) | 729,655 | 37 |
| Total gross expenditure | \$3,033,006 | 69 |
| Income for the year was as follows: | | |
| School Committee | \$39,500 | 83 |
| Sale of old school buildings and sites | 937 | 68 |
| | 40,438 | 51 |
| Total net expenditure | \$2,992,568 | 18 |

Your committee have added to this report the estimates for the financial year 1897-98, as prepared, approved, and presented to His Honor the Mayor, under date of Dec. 22, 1896. The amount asked for, for ordinary expenses, was as follows:

| | | |
|------------------------------------|-------------|----|
| Salaries of instructors | \$1,804,000 | 00 |
| Salaries of officers | 69,100 | 00 |
| Salaries of janitors | 139,000 | 00 |
| Fuel, gas, and water | 91,000 | 00 |
| Supplies and incidentals | 146,900 | 00 |

Total under the appropriation "School Committee," \$2,250,000 00

Under the appropriation "Public Buildings—Schools,"
for repairs, etc., of school-houses, the sum requested

was 250,000 00

A total estimated amount of \$2,500,000 00

for the ordinary running expenses of the schools.

The Mayor has transferred the appropriation for repairs, alterations, etc., of school-houses and for temporary accommodations, from the Public Buildings Department, under which it has been placed for several years past, and put it under the appropriation for "School Committee," in order that all school expenses may be grouped together.

This change, in the opinion of the Mayor, does not affect the authority of the Public Buildings Department in regard to such alterations and repairs.

Up to the date of this report going to press the City Council had not passed the appropriation bill, but the Mayor recommended the following appropriation for the School Committee :

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
| Alterations and repairs on school buildings to be expended by the Public Buildings Department and temporary accommodations for school purposes | \$175,000 00 |
| Other current expenses | 2,140,000 00 |
| | <hr/> |
| | <u>\$2,315,000 00</u> |

This is a total reduction, unless changed by the City Council, of \$185,000, of which \$75,000 comes out of repairs and alterations.

The total amount recommended is about \$13,000 more than the actual expenditure for the year just closed, and is totally insufficient to carry on the schools on the basis of the salaries now paid instructors, which cannot be reduced prior to September 1, 1897, and keep faith with the teachers.

While no great harm may result from delay in appropriating a sufficient sum for salaries, which could be adjusted later, we must protest against a reduction of thirty per cent. on a conservative estimate of what will actually be needed to keep the school-houses in a proper condition, and which comes under a statute law restricting expenditures for this purpose to the amount appropriated.

In closing, the committee would call the attention of the Board to the following pages of this report, which give in detail the expenditures during the year.

Respectfully submitted,

WILLARD S. ALLEN,

Chairman,

EDWARD H. DUNN,

WILLIAM J. GALLIVAN,

I. AUSTIN BASSETT,

SAMUEL F. HUBBARD,

Committee on Accounts.

REPORT OF EXPENDITURES.

23

SCHOOL EXPENSES.

ANNUAL EXPENDITURES for the Public Schools of Boston for the last thirty financial years; also the average number of scholars. Annexations occurred as follows: Roxbury, Jan. 6, 1883; Dorchester, Jan. 3, 1870; Charlestown, Brighton, and West Roxbury, Jan. 5, 1874.

| FINANCIAL YEAR. | No. of Day Scholars Belonging | No. of Evening Scholars Belonging | Total No. of Scholars Belonging | Salaries of Teachers and Officers, School Committee. | Incidental Expenses. | Total for Running Expenses. | Ordinary Revenue. | Net Running Expenses. | Net Rate per Scholar. | Cost of new School-houses. | Total Expenditures. |
|---------------------------------------------|-------------------------------|-----------------------------------|---------------------------------|------------------------------------------------------|----------------------|-----------------------------|-------------------|-----------------------|-----------------------|----------------------------|---------------------|
| 1867-68 | 27,982 | ... | 27,982 | \$561,169 98 | \$211,536 43 | \$772,706 41 | \$10,467 65 | \$762,239 36 | \$27 24 | \$88,790 80 | \$861,497 21 |
| 1868-69 | 33,994 | ... | 33,994 | 758,198 37 | 244,478 63 | 982,677 00 | 8,876 68 | 973,800 32 | 28 64 | 346,610 78 | 1,320,287 78 |
| 1869-70 | 35,442 | ... | 35,442 | 739,345 65 | 248,066 95 | 987,412 60 | 14,661 16 | 972,751 44 | 27 45 | 612,237 86 | 1,590,750 46 |
| 1870-71 | 36,758 | ... | 36,758 | 828,266 77 | 293,222 59 | 1,121,509 36 | 23,809 35 | 1,107,703 01 | 30 14 | 443,679 71 | 1,551,279 07 |
| 1871-72 | 36,660 | 1,128 | 37,788 | 863,940 47 | 299,639 18 | 1,163,579 65 | 26,896 98 | 1,136,679 67 | 28 47 | 97,800 68 | 1,234,480 33 |
| 1872-73 | 35,624 | 2,121 | 37,745 | 863,502 06 | 338,970 86 | 1,202,472 91 | 28,113 93 | 1,174,358 98 | 33 50 | 454,230 34 | 1,628,589 25 |
| 1873-74 | 41,514 | 1,714 | 43,228 | 1,041,375 32 | 377,681 32 | 1,419,057 04 | 26,229 82 | 1,392,827 22 | 32 11 | 446,663 25 | 1,839,490 29 |
| 1874-75 | 44,942 | 1,522 | 46,464 | 1,296,803 59 | 470,830 68 | 1,767,634 27 | 20,635 72 | 1,747,000 55 | 36 54 | 356,639 74 | 2,081,043 43 |
| 1875-76 | 45,924 | 3,393 | 49,317 | 1,298,604 23 | 422,472 22 | 1,721,076 45 | 21,999 03 | 1,699,077 42 | 33 18 | 1,698,152 79 | 2,015,380 84 |
| 1876-77 | 46,581 | 3,727 | 50,308 | 1,215,782 03 | 366,334 06 | 1,582,116 09 | 30,109 31 | 1,552,006 78 | 29 99 | 174,324 75 | 1,726,331 53 |
| 1877-78 | 47,675 | 4,084 | 51,759 | 1,172,489 69 | 347,173 23 | 1,519,662 92 | 32,145 54 | 1,487,517 38 | 27 93 | 240,222 98 | 1,729,885 36 |
| 1878-79 | 49,700 | 3,662 | 53,362 | 1,162,258 61 | 353,108 23 | 1,515,366 84 | 49,090 28 | 1,466,276 56 | 27 16 | 136,878 45 | 1,602,245 29 |
| 1879-80 | 50,851 | 3,130 | 53,981 | 1,165,402 69 | 394,274 82 | 1,559,677 51 | 74,076 68 | 1,485,601 43 | 26 98 | 215,259 64 | 1,700,857 15 |
| 1880-81 | 51,542 | 3,027 | 54,569 | 1,180,193 73 | 403,349 36 | 1,583,543 09 | 69,591 58 | 1,513,951 51 | 26 58 | 139,126 88 | 1,653,078 39 |
| 1881-82 | 52,611 | 2,964 | 55,575 | 1,200,771 71 | 423,023 33 | 1,623,795 04 | 73,599 56 | 1,550,195 48 | 26 54 | 268,879 72 | 1,819,075 22 |
| 1882-83 | 53,450 | 3,145 | 56,595 | 1,206,983 23 | 433,023 33 | 1,640,006 56 | 79,364 66 | 1,560,641 90 | 26 54 | 268,879 72 | 1,819,075 22 |
| 1883-84 | 55,680 | 3,145 | 58,825 | 1,250,771 71 | 474,681 43 | 1,725,453 14 | 39,574 76 | 1,685,878 38 | 27 00 | 278,114 05 | 1,964,052 43 |
| 1884-85 | 55,888 | 3,818 | 59,706 | 1,251,403 29 | 422,269 54 | 1,673,672 83 | 33,684 20 | 1,640,088 63 | 26 81 | 262,796 15 | 1,933,567 19 |
| 1885-86 | 57,180 | 4,079 | 61,259 | 1,293,545 91 | 422,269 54 | 1,715,815 45 | 33,684 20 | 1,682,131 25 | 26 06 | 129,687 45 | 1,841,802 70 |
| 1886-87 | 58,259 | 3,993 | 62,252 | 1,296,192 42 | 383,408 46 | 1,679,600 88 | 37,313 81 | 1,642,287 07 | 25 01 | 129,687 45 | 1,771,367 33 |
| 1887-88 | 58,310 | 3,916 | 62,226 | 1,296,192 42 | 383,408 46 | 1,679,600 88 | 37,313 81 | 1,642,287 07 | 25 01 | 129,687 45 | 1,771,367 33 |
| 1888-89 | 60,474 | 4,360 | 64,834 | 1,332,506 17 | 516,179 08 | 1,848,685 25 | 39,738 52 | 1,808,946 73 | 28 01 | 121,328 95 | 1,930,314 20 |
| 1889-90 | 60,278 | 5,525 | 65,803 | 1,390,868 87 | 525,807 09 | 1,916,675 96 | 40,762 50 | 1,875,913 46 | 28 42 | 149,602 82 | 2,025,516 78 |
| 1890-91 | 61,019 | 6,003 | 67,022 | 1,424,988 20 | 524,292 24 | 1,949,280 44 | 41,417 06 | 1,907,863 38 | 28 47 | 172,523 90 | 2,120,384 34 |
| For the nine months ending January 31, 1892 | 61,763 | 5,933 | 67,696 | 1,079,848 59 | 421,477 02 | 1,501,325 61 | 31,352 81 | 1,469,972 80 | 21 71 | 527,429 10 | 2,028,754 71 |
| 1892-93 | 63,347 | 5,023 | 68,370 | 1,485,411 12 | 565,480 05 | 1,990,891 17 | 37,743 66 | 1,953,147 51 | 28 22 | 569,700 75 | 2,562,591 92 |
| 1893-94 | 65,256 | 6,239 | 71,495 | 1,532,074 37 | 480,342 95 | 2,012,417 32 | 40,709 13 | 1,971,708 19 | 27 58 | 279,556 81 | 2,251,264 13 |
| 1894-95 | 67,007 | 5,896 | 72,903 | 1,590,600 15 | 509,189 70 | 2,099,789 85 | 38,629 35 | 2,061,160 50 | 28 00 | 297,983 62 | 2,359,153 12 |
| 1895-96 | 68,088 | 5,578 | 73,666 | 1,647,021 50 | 567,846 39 | 2,214,867 89 | 39,181 66 | 2,175,686 23 | 29 14 | 513,755 61 | 2,728,003 50 |
| 1896-97 | 71,773 | 6,394 | 78,167 | 1,726,083 58 | 573,267 74 | 2,303,351 32 | 40,438 51 | 2,262,912 81 | 28 45 | 672,655 37 | 3,035,567 69 |

a Includes Improvements in Buildings (\$172,950.86) paid from loans.

SEVENTEENTH ANNUAL REPORT
OF THE
SUPERINTENDENT OF PUBLIC SCHOOLS
OF THE
CITY OF BOSTON.
MARCH, 1897.

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REPORT.

To the School Committee:

The Superintendent of Public Schools respectfully submits his Seventeenth Annual Report.

STATISTICS.

Whole number of pupils belonging to all the day schools on the thirty-first day of January, each year:

| 1893. | 1894. | 1895. | 1896. | 1897. |
|--------|--------|--------|--------|--------|
| 63,374 | 65,588 | 67,488 | 69,315 | 71,949 |

Normal School:

| | | | | |
|-----|-----|-----|-----|-----|
| 169 | 191 | 182 | 208 | 261 |
|-----|-----|-----|-----|-----|

Latin and High Schools:

| | | | | |
|-------|-------|-------|-------|-------|
| 3,406 | 3,675 | 3,944 | 4,193 | 4,574 |
|-------|-------|-------|-------|-------|

Grammar Schools:

| | | | | |
|--------|--------|--------|--------|--------|
| 31,706 | 32,681 | 33,502 | 34,541 | 35,886 |
|--------|--------|--------|--------|--------|

Primary Schools:

| | | | | |
|--------|--------|--------|--------|--------|
| 25,770 | 26,523 | 26,971 | 26,975 | 27,827 |
|--------|--------|--------|--------|--------|

Kindergartens:

| | | | | |
|-------|-------|-------|-------|-------|
| 2,323 | 2,518 | 2,889 | 3,398 | 3,401 |
|-------|-------|-------|-------|-------|

Average number of pupils belonging to all the day schools during the five months ending January 31, each year :

| 1893. | 1894. | 1895. | 1896. | 1897. |
|--------------|--------------|--------------|--------------|--------------|
| 63,233 | 65,144 | 67,654 | 68,960 | 71,640 |

Normal School:

| | | | | |
|-----|-----|-----|-----|-----|
| 175 | 191 | 192 | 216 | 278 |
|-----|-----|-----|-----|-----|

Latin and High Schools:

| | | | | |
|-------|-------|-------|-------|-------|
| 3,487 | 3,701 | 3,996 | 4,242 | 4,667 |
|-------|-------|-------|-------|-------|

Grammar Schools:

| | | | | |
|--------|--------|--------|--------|--------|
| 31,899 | 32,700 | 33,714 | 34,639 | 35,906 |
|--------|--------|--------|--------|--------|

Primary Schools:

| | | | | |
|--------|--------|--------|--------|--------|
| 25,435 | 26,141 | 26,971 | 26,636 | 27,435 |
|--------|--------|--------|--------|--------|

Kindergartens:

| | | | | |
|-------|-------|-------|-------|-------|
| 2,237 | 2,411 | 2,781 | 3,227 | 3,354 |
|-------|-------|-------|-------|-------|

Average number of pupils belonging to the special schools during the time these schools were in session to January 31, each year:

Horace Mann School for the Deaf :

| | | | | |
|----|----|-----|-----|-----|
| 97 | 96 | 101 | 112 | 108 |
|----|----|-----|-----|-----|

Evening High:

| | | | | |
|-------|-------|-------|-------|-------|
| 1,760 | 2,041 | 2,269 | 2,271 | 2,449 |
|-------|-------|-------|-------|-------|

Evening Elementary:

| | | | | |
|-------|-------|-------|-------|-------|
| 3,220 | 3,566 | 3,041 | 2,745 | 3,308 |
|-------|-------|-------|-------|-------|

Evening Drawing:

| | | | | |
|-----|-----|-----|-----|-----|
| 643 | 632 | 586 | 562 | 637 |
|-----|-----|-----|-----|-----|

Spectacle Island:

| | | | | |
|----|----|----|----|----|
| 17 | 16 | 19 | 16 | 25 |
|----|----|----|----|----|

EXPENDITURES FOR NEW SCHOOL-HOUSES.

There seems to have been a general impression that the sum of \$2,200,000, which the Legislature authorized the School Committee to expend for new school-houses during the five years 1895-99, would be sufficient to meet not only the current needs of those five years, but also the accumulated needs of past years. The accumulated needs of past years, so far as grammar and primary schools are concerned, will have been met in good measure when the buildings now under contract are finished. But no considerable part of the money already spent or appropriated has gone to the high schools. Nor is it probable that much of the \$1,200,000 available for this year and the next two years can be used for high schools. The reason is that the current needs of the grammar and primary schools, caused by the remarkably large annual increase in the number of children registered in the schools, threaten to swallow up the whole of the available money.

To put this matter in a clear light a table has been prepared (see page 8), showing, for each of the last seventeen years, the increase in the average number of children registered in the public day schools and the expenditure for new school-houses. Both these items, as will be seen by examining the third and fourth columns of the table, vary irregularly from year to year; but by taking periods of five years, to eliminate irregularities, it is easy to make out a definite relation between the annual increase in the number of school children and the annual addition to the cost of the school plant.

COST OF NEW SCHOOL-HOUSES COMPARED WITH
THE INCREASE IN THE NUMBER OF PUPILS—
1880-1897.

| YEAR. | Average number belonging to day schools. | Increase in the number be- longing. | Cost of land and new school- houses. | Average expend- iture for each additional pu- pil belonging. |
|------------------------|------------------------------------------------|-------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------|
| 1880-81 | 51,542 | 691 | \$215,359 64 | \$194 38 |
| 1881-82 | 52,611 | 1,069 | 139,126 88 | |
| 1882-83 | 54,590 | 1,979 | 77,628 73 | |
| 1883-84 | 55,640 | 1,050 | 268,879 72 | |
| 1884-85 | 55,888 | 248 | 278,114 05 | |
| 1885-86 | 57,180 | 1,292 | \$362,796 15 | \$236 88 |
| 1886-87 | 58,266 | 1,086 | 125,687 45 | |
| 1887-88 | 58,310 | 44 | 127,879 90 | |
| 1888-89 | 60,224 | 1,914 | 121,328 95 | |
| 1889-90 | 60,478 | 254 | 349,602 82 | |
| 1890-91 | 61,019 | 541 | \$172,523 90 | \$266 86 |
| 1891-92 | 61,763 | 744 | 527,429 10 | |
| 1892-93 | 63,317 | 1,584 | 569,700 75 | |
| 1893-94 | 65,256 | 1,909 | 279,356 81 | |
| 1894-95 | 67,774 | 2,518 | 397,983 62 | |
| 1895-96 | 69,088 | 1,314 | \$513,735 61 | \$267 68 |
| 1896-97 | 71,773 | 2,685 | 556,704 51 | |

Thus during the five years 1880-85 the average annual increase in the number of school children was 1,007, and the average annual expenditure for new school-houses (additions to the school plant) was \$195,821.80, which is equivalent to \$194.38 for each child added to the average number belonging. During the five years 1885-90 the average annual increase in the number of children was 918, the average annual expenditure for new school-houses was \$217,458.25, equivalent to \$236.88 for each additional child in school. During the five years 1890-95 the average annual increase in the number of children was 1,459, the average annual expenditure for new school-houses was \$389,398.84, equivalent to \$266.86 for each additional child in school. During the last two years, 1895-97, the whole increase in the number of children has been 3,999, and the expenditure for new school-houses \$1,070,440.12, equivalent to \$267.68 for each additional child in school.

Now the average annual increase in the number of children in school for the last five years has been 2,002. If this rate should continue three years more — and there is no apparent reason why it should not — the average annual expenditure for current needs, at the rate that has prevailed since the year 1890, would be over \$500,000. This annual expenditure might possibly cover the cost of one or two new high-school buildings during the current five years, as it did during the last five years; but as the annual sum available the next three years is only \$400,000, it is evident that the needs of the high schools must be provided for in some other way. It is to be hoped,

therefore, that the petition recently brought before the Legislature for an additional million of dollars, to be expended for new high-school buildings in Boston, may be granted.

NEW BUILDINGS FOR HIGH SCHOOLS.

The needs of the high schools in the matter of buildings are already great and of long standing. They have become more and more pressing every year, and have now reached the limit of endurance. It was, of course, entirely right that primary and grammar schools should be provided for first out of the new supplies of money granted in 1895. And it will be entirely right that these schools receive first consideration in the future. But it will not be right to permit the city of Boston long to remain face to face with the alternative of neglecting one part of her public-school system to give proper attention to other parts.

There is money enough to be had, and a public opinion which will justify its expenditure, to meet with reasonable liberality all the needs of all the schools. All that the citizens in general need is full and accurate information. Then will East Boston realize that West Roxbury has needs no less pressing than her own, Dorchester and South Boston will be disposed to help East Boston, and all the suburban districts will recognize the claims which the central high schools have to no less consideration than they themselves wish to receive.

The following review of the present situation as regards needed accommodations for high schools is

submitted for the information of the general public and the consideration of the money-granting powers:

The Girls' High School-house on West Newton street is, as the head-master says, "full to bursting." All the rooms are crowded, while for additional space resort is had to corridors, cloak-rooms, attic, and basement. This building was planned to accommodate 925 pupils, and this year has had at one time 1,300 pupils under its roof. A part of these girls belong to the Girls' Latin School. The plan is to erect a separate building on another site for this school, and to leave the Girls' High School as the sole occupant of the present building. Even this measure of relief can be but temporary, for before a new building can be finished the Girls' High School will have grown enough larger to fill and perhaps overfill the present building. Even the relief to be afforded by a new high school in South Boston will probably be none too much to keep the Girls' High School within the limits of its present building for the next ten years. The need of speedy action is most urgent. The strongest language would hardly exaggerate the matter. If the citizens of Boston could but realize not merely the inconvenience and suffering occasioned by the present state of things at West Newton street, but also the serious danger in case of a panic, there would arise a demand for relief that no legislature or city council could withstand for a day.

And yet there are other cases hardly less urgent.

The West Roxbury High School is now and for some years has been badly overcrowded. The popu-

lation of this region has been rapidly increasing, and so has the number of boys and girls seeking high-school instruction. Recently this growth has been more rapid than ever before. The building, which was designed to accommodate 96 pupils, has this year had 197 pupils within its walls. The most satisfactory measure of relief that has been suggested is to enlarge the present building by adding a new wing. The present site is said to afford ample space for that purpose. However that may be, some adequate measure of relief ought to be found at once. Unless this is done, a large number of youth in West Roxbury will be deprived of high-school education ; for the other high schools to which they might otherwise resort — the English High, the Girls' High, and the Roxbury High — are now either full or overcrowded, and quite likely to be at least full for some years to come.

The Dorchester High is another school which has very strong claims for early consideration. Its present building is small, inconvenient, and far below the standard of modern requirements for high-school buildings. Not until a new building with ample accommodations is provided can this school increase and prosper in a manner at all in keeping with the importance of this rapidly growing district of the city. The excess of high-school pupils in Dorchester now attends either the Roxbury High or the central high schools. These schools, as already pointed out, are in no condition to receive any greater excess of pupils from Dorchester than they already have. The result, therefore, of longer delay

in providing a new and large high-school building for Dorchester will be to deprive numbers of Dorchester boys and girls of a high-school education.

The East Boston High School, ever since its establishment twenty years ago, has been co-tenant with the police-court and a branch public library in a building which was enlarged to accommodate the school. The people of East Boston were so desirous of having a high school established in their quarter of the city that they consented to disregard the unpropitious surroundings of the location at first chosen for their school ; but the time seems now to have come when a better location and ampler accommodations may rightfully be demanded. It certainly cannot be denied that this school, which was an experiment at first, has now amply demonstrated its right to exist, and has substantiated its claims to a treatment no less liberal than that accorded any other high school in the city. It is entitled to all the benefits of that policy, which now seems to be fully established, whereby all the suburban high schools are to be enlarged, strengthened, and developed in function and efficiency up to the full measure expected of other high schools in this city or elsewhere.

This same wise and liberal policy will give a high school to South Boston. Here is a well-united community, conscious of its local interests, furnishing about one-fifth of the public-school pupils of the whole city, and always manifesting a generous public spirit regarding educational affairs. Boston is largely made up of such communities, still cherishing local interests

and local pride. Annexation has not yet destroyed this disposition. If the peninsular community of South Boston had not grown up as a part of the municipality of Boston it would undoubtedly long ago have established for itself a high school of the first rank, as Charlestown, Brighton, Roxbury, and Dorchester did before annexation. There is every reason to believe that local public spirit could be trusted now to support a high school, if one were established in this district. An added argument in favor of a high school in South Boston has already been indicated by pointing out how much the central high schools need the relief which the removal of their South Boston pupils would afford. Still another argument is the certainty that more boys and girls (especially the latter) will seek high-school education at a high school near their homes than will seek it at the more distant high schools in the city. That this is a certainty is proved by the history of the high school in East Boston. Local public sentiment has much influence in promoting attendance at the local high schools ; and if the result of giving full play to this sentiment should be — as doubtless it will be — to increase considerably the total number of youth in the city that are kept under high-school instruction, every good citizen would rejoice.

The Mechanic Arts High School is inconveniently full this year, and is certain to be overcrowded next year. The difficulty comes not so much from a lack of total space for so many boys as from a lack of separate rooms in which to carry on the many and various branches of work. This building has never

been completed so as to provide all the accommodations originally designed to be given. For temporary economy of expenditure, the rear wing was omitted above the pile foundations except the blacksmith's shop and the heating and power plant. This curtailment was consented to by the friends of the school with an understanding, concerning which no doubt existed at the time, that an appropriation would readily be granted whenever the completion of the building according to the original design should become necessary. The school has now been in operation nearly four years; and this completion has more than once been asked for. The completion is not merely desirable, it is necessary. Indeed, it has come to pass that the school cannot go on with the work expected of it, even if no great increase in the number of its pupils should take place, without the additional space that the completed building would afford. The work this school is doing has won the enthusiastic approval of hundreds of parents who have sent their boys to take part in it, and of thousands of citizens who are acquainted with it. Surely no intelligent citizen can come away from a visit to this school, with its novel and interesting course of work, and not recognize what discredit would fall upon the city if the school should fail to reach the full measure of its promised usefulness for want of a small appropriation with which to complete the building.

To this list of schools which are suffering for want of proper accommodations must be added one more, no less important than any other and the greatest sufferer of all. This is the Boston Normal School.

Attention to the accumulating needs of this school has doubtless been postponed by the discussion that has been going on concerning a proposed transfer of it to the care and support of the Commonwealth. There are those who regard such a transfer with favor; but no one can say that a transfer is probable now or in the near future. Certainly no strong desire for a transfer has been manifested on the part of the educational authorities of the Commonwealth, although there may be a degree of willingness in that quarter. In Boston, opinion is divided. But it seems entirely safe to say that not until the citizens of Boston, with substantial unanimity and some degree of earnestness, ask for a transfer, is a transfer likely to be made. Meanwhile the Boston Normal School ought not to be suffered to perish. It ought to be supported by the city with reasonable liberality and in a manner to promote its growth and efficiency; so that when the time comes for transferring it to the Commonwealth — if that time should ever come — it may then be an institution worth the Commonwealth's acceptance. Surely a record setting forth the decline and fall of this school for want of municipal support, and a consequent transfer of its functions, but not of itself, to the State, would make an unpleasant chapter in the educational history of Boston. Hardly less unpleasant, however, is the contrast now existing between the Boston Normal School and some of the State normal schools in point of buildings and equipment.

The Boston Normal School has no building of its

own. It has for many years past occupied the upper rooms and corridors of the Rice Grammar School-house. Here teachers and pupils to the number of 289 are daily huddled together to do their work as best they can. Some of the teachers have desks and carry on class work in the corridors. Others must work together in the same large hall. There is no gymnasium for physical training, no studio for drawing, and no laboratory for physics, or chemistry, or zoölogy, or botany, or physiology, or manual training. There are no right-sized and properly furnished lecture-rooms; nor is there a good library and reading-room. For want of these things the teachers have been struggling against undue obstacles and hindrances to meet the city's demand for teachers trained in the best manner to meet modern requirements in primary and grammar-school teaching. They are striving, too, to meet the present demand for well-trained kindergarten teachers, drawing teachers, and teachers of all the other specialties which modern improvements have brought into vogue. But it hardly needs to be said that the best success is impossible without the essentially necessary facilities in rooms and equipment.

An economical and fairly satisfactory plan for providing the additional rooms needed has been devised by the Superintendent of School Buildings. It proposes the erection of two wings: one to connect the Rice Grammar building with the Appleton-street Primary building on the front line of the school yard, and the other to occupy the rear part of the school yard, extending the whole length thereof, and

turning at the corner to join the rear of the Primary building. Thus the new and old buildings together would surround a courtyard of ample size for light and air. This plan is now under consideration in committee, and needs no discussion here further than to say that, besides economy of expenditure, it has the advantage of keeping the Normal School on the most conveniently accessible site that has been proposed for it. For there is no part of the city, outside of the business and shopping region, that is more easily reached from all other parts than that in which the Public Latin, English High, and Boston Normal Schools are now placed.

For the land, new buildings, and enlargements needed by the six high schools and one normal school as above set forth, a conservative estimate of the cost can hardly fall below a million dollars. All the money available for this and the next two years will be needed to provide for the growth of primary and grammar schools. Therefore must there be either large appropriations by the City Council, or a special loan authorized by the Legislature, or else continued inconvenience and deprivation in the schools mentioned.

THE DEVELOPMENT OF THE HIGH SCHOOLS.

The strikingly large increase which in recent years has taken place in the number of high-school pupils is a phenomenon not peculiar to Boston. Throughout Massachusetts and in all other parts of the country where public schools are well supported, the same increase has attracted attention. It is one

indication of a growing popular interest in the public high school — an interest which has been further manifested by generous appropriations of money for buildings and equipment, and by a disposition to enlarge the range and function of high-school instruction.

The public high school in the earlier years of its history divided the field of secondary education with the classical academy. It has now in large measure supplanted that institution. Its course of study at first embraced only those subjects which were believed to be most useful for the education of the great majority of youth who remained under instruction beyond the grammar-school age, but were not fitting for college. History, science, and modern languages received the attention which, in college-preparatory schools, was bestowed on Latin, Greek, and mathematics. There was a feeling that the modern studies afforded a better education for general purposes than was to be gained from the classical curriculum.

As the public high school grew in efficiency and in popular favor, the importance of opening ways by which its well-instructed and zealous pupils might proceed to higher institutions of learning began to be felt. To reach the scientific schools, technical schools, and even some of the law and medical schools, through the non-classical or otherwise easy examination requirements imposed by these institutions, was not a difficult undertaking. But to reach college was impossible; for the public high school was cut off from the college by a wide gap which could only be filled by classical studies.

The strictly classical course of study required for preparation to enter college was held by many to be inconsistent with the larger purpose for which the public high school existed, and which was the preparation of its pupils for active life. Nevertheless efforts were made nearly everywhere to carry on classical studies in the public high school. The so-called college class was formed. The disproportionately large demands made by this class upon the time and attention of the best teachers in the school created an opposition which led to the adoption of different expedients. In some places separate classical and non-classical public high schools were established; in other places, where two schools could not be supported, classical studies were permitted in the single high school, but under embarrassing restrictions and hindrances. The former expedient left the gap between the non-classical high school and the college as wide as ever, and the latter bridged it but insecurely. Neither expedient has been found satisfactory.

But the matter has not rested here. There has been a change going on in the views of thoughtful people concerning the relations which should exist between the institutions of secondary and of higher education generally, and in particular between the public high school and the college. Gradually is it coming to be recognized that a course of study which is best for a youth who is to enter active life at the age of eighteen may also be the best for the same youth if he continue his education four years longer in college. Also is it recognized that this

best course is not necessarily a classical course : for experience has already shown that equal degrees of intellectual readiness to take up college work can be secured by quite different courses of preparatory study.

On the part of the colleges there has been of late a manifest willingness to recognize the educative value of modern languages, physics, chemistry, and other non-classical studies which the public high school carries on efficiently and without any reference to preparation for college. The permission that has been given by some colleges to substitute one or more of the non-classical subjects for the Greek, formerly required of every one, has gone far to bridge the gap between the non-classical high school and the college. For example, it has opened a way from the English High School of this city to Harvard College ; and there are boys who go that way every year. Let it not be supposed that this fact indicates any departure by the English High School from its main purpose, which is the general preparation of boys for active business life ; rather does it indicate an approach by the colleges towards the non-classical high schools — an approach so near as to offer a practicable passage for such pupils as have been inspired through their studies — non-classical though they be — with a desire to obtain a higher education.

On the part of the public high school there has been a manifest willingness in teachers and officials to enlarge and perfect facilities for college preparatory work. There has been a readiness to take

advantage of every new avenue opened for admission to college, and yet no disposition to discredit or abandon the old avenues. Let there be many avenues of approach to college, and to all other institutions of higher education ; and let every public high school, whatever its type, connect itself with one or more of these avenues — this appears to be the practical precept which has governed recent developments in the relations of secondary to higher education.

The improvement of the relations between the public high schools and the higher institutions of learning is not the only cause for the recent awakening of public interest which those schools have enjoyed, although it is an important one. Other causes are the increasing popular desire for an education of higher range than that afforded by the common schools ; the higher standards of education now required by employers of clerks and assistants in all lines of business ; the recently adopted regulation that all candidates for admission to normal schools shall be graduates of high schools or be persons having had an equivalent education ; and the requirements of the civil service examinations. But it is not my purpose to examine the operation of these causes in detail — only to mention them before passing to a more immediate consideration of the development of high schools in Boston.

All the influences which have favored the growth of public high schools elsewhere have been felt in Boston. The suburban high schools especially have felt them. These schools have grown, or have striven

to grow in spite of restrictions, because the people more and more find they have a use for them.

The policy of building up and developing the suburban high schools has been alluded to in another place. This policy seems now to be accepted by the School Committee and by the public without question. But in the ten years following the era of annexation the reverse policy seemed to prevail. It was even proposed to abolish the high schools in the annexed districts and have only two high schools, one for boys and one for girls, in the whole city. But some of the annexed municipalities had been wise enough to stipulate that their high schools should be preserved. So the schools were not abolished. But their courses of study were cut down. These courses had been four years long, and had included all subjects necessary for preparation to enter college; they were shortened to three years, and deprived of classical studies. All boys or girls who desired preparation for college were required to attend one of the two Latin Schools in the city proper. If any pupils wished to receive high-school instruction a fourth year, they could only do so by entering the "advanced class" in the English High or in the Girls' High School. These curtailments were not willingly submitted to; and local public sentiment has favored restoration.

The great and conclusive demonstration of the strength of the local public sentiment which supports the suburban high schools came in the unsuccessful attempt that was made to abolish the Roxbury High School in 1881. Since that time no proposition has been made looking to the abolition or to the further

curtailment of the suburban high schools. On the contrary these schools have been permitted to develop themselves in response to the growing educational needs of their several localities, so far at least as is practicable under the present uniform course of study. One after another they have been allowed to retain pupils for a fourth year, forming an "advanced class." And now that the strictly classical course of study is not the only course leading to college, there is no reason why these suburban high schools should not assume a share in the work of preparing students for college, as well as for other higher institutions of learning. This is desirable, for it adds something to the dignity and not a little to the efficiency of a high school to have its course lead into higher institutions, even though comparatively few of its pupils go there.

In the further development of high schools in Boston it will soon become necessary, I think, to deal with the course of study. I have in former reports spoken of the inconveniences and the inadequacies of the present course. This course grew out of an attempt to meet the wants of the English High, the Girls' High, and all the suburban high schools together, on the theory that the wants of all these schools were or ought to be the same. But the theory is wrong. The wants of these different schools are not the same. Indeed, not all the pupils in a single school have the same educational wants. To compound a single course of study by taking so many parts of history, so many parts of foreign language, of natural history, of chemistry, of physics, and the rest, and to administer such a course uniformly in all

schools and to all pupils, is a proceeding not in harmony with the best educational thought and practice of the present day. To be sure, our present course of study does not exactly answer to the description just given. There are in it a few optional studies; but only a few. In the main it is a uniform course. And the uniformity of it is a forced uniformity, which arose from an attempt to bring all the high schools upon one and the same course of work. In the years following annexation such an attempt seemed to be called for, in order to secure a certain facility of administration. But facility of administration can easily be pushed too far; and when this is done, the educational interests of individuals suffer.

What would most improve our present course of study in the high schools is a much larger use of options. Most of the studies now required should be made elective. From an authorized list of elective studies, the pupils should choose each year, under the advice of parents and teachers, those studies which appear best suited to their several needs. In general each pupil should be required to choose studies enough to occupy his time. Certain studies considered to be absolutely essential might be required of all pupils alike; but such studies would occupy a relatively small part of the time. The official course of study would then be a mere inventory of the studies authorized to be pursued in the high schools, each defined as to the amount of ground to be covered, the total allowance of time therefor, and the degree of proficiency to be reached therein as a condition of the pupils receiving a certificate. All details of ar-

rangement in the form of time tables or programs for weekly, monthly, or yearly use could be left to the several schools to be worked out in the shape best suited to the circumstances of each.

The list of authorized studies would be much longer than any pupil could finish in the three or four years he spent in school. His aim would not be to finish them all or nearly all, as he does now, but taking fewer subjects to study these more thoroughly and carry them farther on. In this way his three or four years' study would result in a better education ; for it would be less superficial, less fragmentary, and less scattered. Concentration, then, is one advantage, and, from the theoretical point of view, the chief advantage, which an elective course of study would have over the present course.

Another important advantage is this, that each pupil, under the advice of parents and teachers, could shape his course of instruction in the manner best suited to his personal needs. For example, the boy who wished to fit himself as well as possible for commercial pursuits could elect courses in book-keeping, commercial law, and political economy (supposing all these to be offered), and study each of these subjects more thoroughly than the first is now studied, or can be studied so long as it forms but one fixed element in a uniform course of study. Again, the girl who was looking forward to teaching as her work in life could choose those subjects which would best promote her preparation for her approaching professional work in the normal school. She would be likely to pay much more attention to

biology and physiology than would the boy with commercial inclinations; and it would be well if she could spend more time on these studies than the present course allows. Yet again, the boy or the girl aiming at preparation for college or other higher institution of learning could choose the studies which led to that end more directly and effectually than do the fixed elements of the present uniform course of study.

The question of setting up in the high schools a distinctively commercial course of study has been under consideration for some time past. Probably the best solution of this question will be reached through a liberal application of the elective principle to the studies now pursued or hereafter to be pursued in the high schools.

It is quite possible, too, that the branches of instruction which have been thought best for a Girls' Technical High School might be introduced as elective subjects in existing high schools. It would only be necessary to make sure that the new subjects were given a dignity and a standing in no wise inferior to that given the best of the old subjects. To secure this, however, in the older schools is not altogether free from difficulty.

Another advantage of an elective over a uniform course of study is this, that the former holds forth the *mastery of distinct subjects of study* as the principal aim of the pupil's effort, while the latter suggests *promotion at the same time with the rest of the class* as the important thing to be accomplished.

Under an elective system of studies the diploma is

earned only by the successful pursuit of a given number of subjects. Failures count for nothing. Under a uniform required course of study the diploma is earned by a general average, in which failures (if not absolute, so as to be marked zero) count for something, and are helped out by successes in other parts of the course. In the one case the diploma testifies to a respectable degree of proficiency in every subject of study upon which it is granted ; in the other the diploma says nothing about bad failures which may have occurred on some parts of the course, but merely testifies by implication that these failures, if any there are, have been offset by successes on other parts of the course, so far at least that the general average of proficiency is respectable. There can be no doubt that a diploma of the former kind is the better worth earning, as it implies a better education.

Only one more advantage of the elective system of studies will be mentioned here, for I have no intention of exhausting the subject. When the emphasis is removed from the maintenance of a general average to the mastery of distinct subjects of study, the element of time in the winning of a diploma will lose much of its importance. A whole year will not be lost by the pupil who succeeds with some of his studies but fails with others to the extent of bringing his general average down below the promotion point. He will receive certificates of proficiency for the work that he has done well, and so he will be placed in arrear by only a part of a year's work. There are in every school faithful pupils of excellent spirit — pupils quite as well worth educating for their own

sake and that of the community as are their more brilliant classmates — whose intellectual parts are not equal to the effort of keeping pace with the main body of the class. Such pupils oftentimes are able to do three studies well, but not four, or to do four well, but not five. These pupils should be permitted and encouraged to undertake each year only so many studies as they can do well, and to take as much longer time to earn the diploma as they may need. They should be emancipated from the tyrannical domination of the idea that loss of promotion is a total loss, or of the idea that failure to graduate with the rest of one's class at the end of the course is an irreparable misfortune, if not a humiliating disgrace. If thus permitted to work in peace of mind and with clear conscience, they would obtain a much better education than they possibly could through futile efforts to keep pace with classmates of stronger and quicker minds.

To the class of pupils just spoken of may be added another, who might with great benefit receive a similar treatment. This class consists of those young people who from considerations of health should be restrained from the full exercise of their powers in study. Physical conditions, which may be temporary in duration and incidental to the period of growth through which many high-school pupils are passing, often make it imprudent to bestow full time or full mental effort on school work. And yet entire cessation of work or irregular and capricious employment would be almost equally imprudent. What such pupils need is a reduced amount of work giving employment for

regular but moderate periods of time. Instead of being required to spend five hours a day in school or otherwise to leave school altogether, they should be permitted to attend only four, or three, or even two hours a day. This suggestion is likely to encounter the objection that such pupils would become "special students," thereby losing their "class standing" and relinquishing their claims for a diploma. Apparently, "the finishing of the course" is regarded as more important than the education of the individual pupil. But under an elective system of studies, with a certificate of proficiency granted for each study well done, no loss of diploma need occur; only the time of its award might be put off for those not doing full work each year. When studies are elective, all the pupils in school are special students in a sense, and all pupils, whether doing full work or not, stand on the same footing. Some pupils, being in good health and in normal working condition, earn their diplomas regularly, say, by carrying on five studies each year for three years; others, for reasons already suggested, carry on only four studies a year, or three, or even two. But as far as they go these latter do their work as well as the former—perhaps even better; at any rate, well enough to secure the educational value of each subject they have mastered, which, after all, is the only thing worth working for. Their diplomas may be earned in four or in five years, or not at all; but this is of little consequence in comparison with an education obtained without injury to health.

The number of pupils, chiefly girls, who need to be

treated in the way just described, is probably much larger than teachers generally suspect. Parents and physicians are more familiar with the conditions which render full work in school imprudent for the time being. Pupils themselves, unconscious of danger, or ambitious to do full work and do it well, or anxious to "keep up with the class," turn a deaf ear to the warnings of parents and physician, and ask teachers for no relief — indeed, are most reluctant to say anything or to permit anything to be said to teachers about matters of health, until, perhaps, the necessity comes for leaving school altogether. These are the pupils from whose parents and friends comes the cry of "over-work."

This cry of over-work, therefore, is not to be dismissed as having no foundation. It is usually too well founded in numerous individual instances — more numerous than teachers always realize. But the remedy usually proposed for the alleged over-work, namely, a reduction of the demands of school work on *all* pupils, — the healthy and alert as well as the ailing and feeble, — is absurd. The proper remedy, as already pointed out, is to permit individual pupils to take fewer studies, even so few as one or two, and to concentrate on these whatever time and strength it may be prudent to use for the time being. Under a wise administration of an elective system of studies, proceeding on the principle of more or less work according to the varying mental and physical condition of pupils, there would be no occasion for raising the cry of over-work.

But the argument for an elective system of studies

in high schools does not rest alone on particular or local considerations. A view of public high-school instruction throughout the country clearly suggests the general adoption of elective studies as the next step in the order of progress. This is because the functions of the public high school are no longer one, but many; and these many functions are best discharged, not through a single uniform course of study, but through many courses. These many courses are best made up by the pupils themselves acting under advice and under the influence of rational educational desires; for in this way each individual pupil gets the most out of his high-school instruction.

The development of the public high school, however, is not likely to end with the adoption of elective studies, or with any other particular measure of improvement. There is a movement of broader sweep in progress which wise measures may promote, but which it were vain to ignore or resist. It is a movement which has already transferred much of the elementary work of the freshman year in colleges to the preparatory schools, and which will go on until by slow degrees the whole of the secondary instruction heretofore given in the colleges has been relegated to the schools where it properly belongs. Then will our colleges have become true universities, and our institutions of secondary education will have grown to the full exercise of their proper functions.

In this large development of secondary education, the public high school will have its full share. Whatever is to be transferred from the college can be profitably accepted by the high school. There has been

some preparation for the change. Already there are many public high schools which are much better equipped for teaching chemistry, physics, botany, and zoölogy than were most of the colleges thirty years ago, or than some of the smaller ones are now; and in many instances the teaching of these branches is better done. As to languages, history, mathematics, and other branches not requiring large outlays for laboratories and apparatus, it is as easy to place competent professors of these branches in a public high school as in a college. Indeed, it would be difficult to state any good reason why most of the work done in the first two years of the ordinary college course should not be as well done in the public high school. When one compares the moderate increase of public expenditure that might be required to do this with the great advantages that would be enjoyed from having such advanced public instruction provided near every man's home, he can hardly doubt that an intelligent people with an active regard for its best educational interests will favor the change.

This idea of widening the range of public instruction so as to cover a large part of the work hitherto done in the colleges is no new idea in Boston, although it has never yet, when proposed, survived the period of discussion, so as to go into practical effect.¹ Thirty years ago a proposal was made to unite the Public Latin School and the English High School in one Higher Institution of Learning. This institution

¹ The result has been different in New York, where the College of the City of New York has afforded the boys of that city free public instruction in many of the subjects usually embraced in college courses.

was to give not only all the instruction that had been given or ought to have been given in the two schools constituting it, but much more. It was to afford a substitute for the ordinary college course, so that its graduates would be ready to enter at once upon university studies or to enter professional schools. This plan was eloquently advocated and attracted serious attention; but public sentiment at that time was not ripe for it, and so it came to nothing. Once or twice in recent years has it been proposed "to carry on university instruction" in connection with the public schools. The proposal has not been taken seriously, because, perhaps, the language used in stating it and in advocating it has vaguely suggested more than was really intended. But the idea was there, that the function of public instruction might usefully be enlarged by developing the public high school to the extent of covering the earlier part, at least, of the ordinary college course.

This large development of the public high school seems sure to come, not this year, or next year, or for a decade or two, perhaps; but in the not distant future. In a broad view of the educational movements now in progress one can hardly fail to see that the public high school is destined to enlarge its functions more and more until it shall become the regular feeder, not of colleges, but of universities and professional schools. It will be well, therefore, if we keep this larger destiny of the public high school in mind while considering measures affecting its present stability and growth. This thought, at all events, has inspired the writing of the immediately foregoing pages.

COLLEGE GRADUATES IN THE NORMAL SCHOOL.

It is an interesting and significant fact to record that this year for the first time in its history the Boston Normal School has received among its pupils a number of young women who are college graduates. Four entered in September, and were of course admitted to advanced standing; that is, to the first class. Two other young women who had had three years each in college were also admitted to that class. I think these young women have chosen wisely in deciding to take a year's professional training in a normal school before attempting to teach. In the high schools no less than in the grammar and primary schools, the best teaching proceeds upon sound principles consciously held and applied by the teacher. Professional training, therefore, is quite as desirable for high-school teachers as for others. Nor is it necessary that this professional training for high-school teachers should be given in a special normal school set apart for their exclusive use; for the principles that govern good teaching are the same in all grades of schools, and all teachers can learn them in the same normal school. At the same time it is undoubtedly true that when normal pupils come to study the application of principles to the art of teaching, those who are intending to teach in high schools should be permitted to observe and to practise in the high as well as in the grammar or primary schools. It is to be hoped, therefore, if the resort of college graduates to the Boston Normal School continue, that proper provisions may be made for them to observe the best

teaching in our high-school class rooms, and also to do some practice teaching.

This last remark reminds me that it ought to be said that the provisions now made for normal pupils' observation and practice in our grammar and primary schools are not satisfactory ; nor can they be satisfactory until the teachers selected for the purpose are properly encouraged — that is, paid — for this important extra service. I confess that I do not like to select teachers because of their excellence and ask them to serve as "training teachers" with no other compensation than the honor of the appointment. I feel that it is unworthy the city of Boston to accept from the best teachers valuable extra services without pay. They will continue to render such services willingly, I know ; for they have a professional enthusiasm which leads them to do more than is stipulated in their contract. But it would be far more agreeable and dignified to encourage such enthusiasm not only with honors, but with an honorarium.

Returning to the case of the women graduates of college, I may say that perhaps it is a mistake to assume that all of them are going to teach in high schools. I hope it is. I hope that many of them will become interested in the teaching of grammar and primary school children. Their broader scholarship makes their presence in the lower schools very desirable, provided they can enter these schools without feeling that they have come down from an upper region to do so.

Formerly the woman graduate of college seldom appeared at the supervisors' certificate examinations ;

but of late years she has appeared with increasing frequency. So many of them already hold certificates, and so many more are expected soon to hold them, that the School Committee has thought it wise to confine appointments in the high-school service to college graduates in the case of women as well as of men. This new regulation will go into effect in the year 1900. But the women graduates of college will hardly find this exclusive possession of the high-school field enough for their rapidly increasing number. The grammar schools will next receive them, and perhaps the primary schools.

The college graduates now in the Boston Normal School will be admitted to the supervisors' examinations for the high-school certificate of qualification before the end of the current year, and, by passing these, will receive at their graduation from the Normal School both the high-school and the grammar-school certificate of qualification. This arrangement was made for this year by special action of the School Committee. It will be desirable to change this special action into a standing rule, if college graduates continue to enter the Normal School, as I certainly hope they will.

PHYSICAL CONDITION OF GRAMMAR AND PRIMARY SCHOOL BUILDINGS.

The neglected condition of our school buildings is a matter to which the public attention was sharply called last year by the Association of College Alumnæ, and by a commission of experts appointed by His Honor the Mayor. Insufficient appropria-

tions for a series of years had thrown ordinary repairs far into arrears, and had quite precluded the more costly improvements and reconstructions necessary to meet modern requirements in warming, ventilation, and sanitation.

An unusually large appropriation, \$300,000, was made last summer for repairs and improvements; but so late that little work could be done before the schools reopened in September. The School Committee was obliged to choose between two evils — interruption to school work by repairs going on in term time, or postponement of all repairs till next summer. The former was believed to be the less evil of the two; nor has it proved to be a very serious evil, save in the case of one school district.

The greatest loss of time occurred in the Edward Everett district, where all the classes, grammar and primary, were kept out of school 139 sessions, or 14 weeks,—about two-fifths of the net working time of the school year. It is difficult to imagine any reasonable excuse for so long an interruption to school work as this. Had there been a few other such cases, the evil would have been intolerable; but, fortunately, there were not any. Here is a statement of all the worst cases: a small primary school in the Dearborn district lost 41 sessions; a primary school in the Harvard district lost 58 sessions; the Capen Primary in South Boston lost 40 sessions; the Everett Primary in Allston lost 72 sessions; and the interruption in the Warren district, grammar and primary, amounted to 48 sessions. In nineteen other districts time was lost, in amounts varying from 2

sessions to 20, by a part of the classes. These last were not serious interruptions. The loss of 50 sessions by the Gilbert Stuart School is not attributable to repairs, but to the failure to have the building completed at the time agreed upon.

A summary drawn from reports recently made to me by the masters shows that, since the appropriation above referred to was made, the heating and ventilating arrangements have been improved or wholly renewed in 6 grammar and 14 primary school buildings; that sanitary conveniences of the best modern patterns have been placed in 15 grammar and 18 primary school buildings; and that fire-escapes have been put upon 8 buildings. Except in the matter of fire-escapes, the utility of which some of the masters doubt, the improvements are almost universally pronounced satisfactory. In addition to this work, there have been made miscellaneous general repairs, of which no summary is here attempted.

Yet the wants of the schools appear to be far from satisfied. The masters have been requested to state what improvements are still needed on the buildings in their districts. From the replies it appears that improvements on the heating and ventilating arrangements are needed in 22 grammar and 11 primary school buildings, and on the sanitaries of 15 grammar and 16 primary school buildings; and that fire-escapes are needed on 7 buildings. Also, general miscellaneous repairs are thought necessary on one or more of the buildings in 28 districts. It is further suggested that the Brimmer School-house ought to be rebuilt; that the Dearborn School-house ought to

be rebuilt ; that new buildings are needed for the Monroe-street, Ira Allen, and Tuckerman Primary Schools ; and that the Mather School-house in South Boston ought to be rebuilt, if possible, on a site removed from noisy Broadway. The Prince School-house needs to be enlarged, and the Chapman needs extensive remodelling. In 47 districts of the 56 in the whole city repairs and improvements more or less extensive are still called for ; in 38 districts more or less has already been done this year ; and in 9 districts the wants seem to have been satisfied for the present.

It must be clear from the foregoing statement that another year's time and further appropriations are necessary to make good the accumulated defects of past years.

A word may be added here concerning the cleanliness of school-houses. All the effort that has been made in the last two or three years to secure cleanliness was greatly needed ; and still our school-houses are not as clean as they ought to be. Something might be done, perhaps, by holding the janitors to a higher standard of efficiency in this matter. Teachers, also, can do much to promote cleanliness in school-houses by setting a good example in the care they take of their own rooms. The desks, books, papers, bookcases, cabinets, plants, pictures, and furniture in a room betray the careless or the careful teacher at a glance. The impression made on a visitor whether pleasant or unpleasant is transitory ; but on children it is abiding. The teachers who are careful in this matter, of whom there are many in the city, will

regard these remarks merely as an exhortation to persevere in well-doing.

As to appropriations of money for keeping school-houses clean, it may be doubted whether a few thousands of dollars can be better bestowed than in ridding school-houses of floating dust and adhesive dirt, both of which are now recognized as vehicles of disease germs.

THE HOUSING OF THE PUPILS.

The overcrowded condition of most of the high-school buildings, and of that occupied by the Normal School, is spoken of elsewhere in this report. The facts here stated relate to the grammar and primary school buildings.

In 39 districts all the grammar, primary, and kindergarten pupils are housed in permanent public school buildings. In 7 districts temporary wooden buildings, each containing one or two rooms, have been erected in the school yards; and these buildings now accommodate 623 pupils, as follows: Chapman 56, Harris 49, Hugh O'Brien 216, Lewis 56, Lowell 106, Mather 57, Thomas N. Hart 83.

In 13 districts 1,932 pupils are now accommodated in hired buildings or rooms, as follows: Chapman 32, Emerson 132, Eliot 180, Hancock 435, Wells 177, Charles Sumner 350, Gaston 50, John A. Andrew 61, George Putnam 59, Hugh O'Brien 58, Lowell 172, Sherwin 50, and Mather 176. The rent paid for these tenements is \$20,812 per annum. The completion of buildings now under contract will make it possible to withdraw the greater part of these children from hired rooms.

In 15 districts 245 children are waiting for admission to primary schools, and 370 to the kindergartens, as follows: Chapman, 10 primary, 15 kindergarten; Frothingham, 20 primary; Eliot, 15 primary, 15 kindergarten; Hancock, 50 primary, 50 kindergarten; Phillips, 30 kindergarten; Dwight, 36 primary; Sherwin, 3 primary, 50 kindergarten; Thomas N. Hart, 25 kindergarten; Dearborn, 30 primary, 4 kindergarten; George Putnam, 19 primary; Hugh O'Brien, 20 primary, 60 kindergarten; Lewis, 10 primary, 40 kindergarten; Lowell, 25 primary; Gibson, 21 kindergarten; and Tileston, 7 primary, 60 kindergarten. These numbers represent the waiting lists nearly as they have been during the year. As warm weather comes on, the number of young children seeking admission to the schools will be considerably greater.

Of children waiting for admission to the grammar schools there were 26 in September, none in October, 8 in November, and 11 in December; now there are none.

There are 43 unoccupied school-rooms, by districts as follows: Adams 5, Agassiz 2, Bennett 2, Bunker Hill 4, Gibson 4, Comins 3, Dwight 2, Edward Everett 1, Gilbert Stuart 6, John A. Andrew 1, Lawrence 6, Lincoln 1, Norcross 2, Quincy 3, and Shurtleff 1. No children are waiting for admission in any of these districts except the Dwight and Gibson.

ENRICHMENT STUDIES.

The extent to which the so-called enrichment studies have been carried on is indicated by the following brief summary:

Algebra has been taught in thirty-nine grammar schools to 2,029 pupils in Class I., and to 247 pupils in Class II., in all to 2,276 pupils. The number of schools is greater by four, and the number of pupils greater by 558, than last year.

In describing their success with this study, thirty masters use the terms "good," "satisfactory," or "gratifying," with an occasional superlative expression; six use the words "fair" or "moderate;" and three are doubtful or express no opinion.

Geometry (observational or concrete geometry) has been taught in five grammar schools to 358 pupils, as follows: Chapman 80, Everett 75, Hugh O'Brien 52, Lyman 51, and Prince 100. This list includes two schools which were not in last year's list, and four schools in last year's list do not appear this year.

French has been taught this year in eleven grammar schools to 1,013 pupils—an increase of two in the number of schools, and of 357 in the number of pupils. Two schools which taught French last year have not done so this year. On the other hand, four schools are teaching French this year which did not last year.

The list of schools, with the number of pupils to whom French is taught in each, and the classes to which the pupils belong, is as follows: Bowditch, 55 of Class IV.; Brimmer, 50 of Class III.; Chapman, 20 of Class I.; Emerson, 82 of Class I. and 150 of Class II.; Gaston, 52 of Class I.; Gilbert Stuart, 22 of Class I. and 52 of Class II.; Lawrence, 25; Lyman, 30 of Class I. and 27 of Class II.; Prince,

325; Thomas N. Hart, 43 of Class I.; and Washington Allston, 80 of Class I.

The success is described by the masters as "good" or "satisfactory" in every case save one, where the word "moderate" is used.

In one school not named above "a part of Class II." was instructed in French with "doubtful" success.

Latin has been taught this year in the same five grammar schools as last year, but to fewer pupils: namely, to 157. In the Adams Latin has been taught to 90 pupils in Classes I. and II. with "good" success, in the Agassiz to 7 pupils with "discouraging" success, in the Charles Sumner to 40 pupils with a degree of success that has been "modified by a change of teacher," in the Lawrence to 8 pupils, and in the Robert G. Shaw to 12 pupils with "excellent" success.

These facts in relation to enrichment studies afford some encouragement, but the advance on last year is not so great as had been hoped, except in Algebra. In my report of last year, and again in an address which I made to the assembled teachers of the city last October, I set forth the principal considerations which, in my judgment, should influence teachers to take advantage of these enrichment studies for the purpose of awakening more of their pupils to a love of learning.

What teachers and pupils both need is emancipation from the enforced mediocrity of graded instruction. The grades have a tendency to level down as well as to level up; superior minds may be

injured quite as much as inferior minds are helped by the constant enforcement of an "average" rate and standard of work. Again, it is a frequent complaint, made by teachers of the high schools, that pupils come up from the grammar schools showing but "little power to grapple with new or difficult subjects." I have sometimes raised the question whether some of the modern methods of teaching, which put all the labor on the teacher and little or none on the pupil, — which require the teacher "to develop" every new topic of study and smooth away all difficulties before the pupil is permitted to grapple with them by himself, — were not chargeable with the failure to produce the habit of self-directed independent effort. Perhaps the methods are the best that could be devised for bringing a whole class through the prescribed year's work and promoting the greatest possible number of them at the year's end on a prescribed standard of acquirement, — that is precisely what the graded system of instruction requires and does, — but all this can go on quite smoothly and effectually, while nevertheless the education of the individual pupil is greatly neglected. Passing through the grades, even with the highest percentage rank, is not synonymous with obtaining an education. The best education implies an acquired power of self-directed independent effort which mere graded instruction is not well designed to produce. The graded system of instruction, however, cannot be abolished. The machinery of it is necessary to the administration of every large system of schools. What we need to do, therefore, is to

recognize the evil tendencies of the graded system, and to counteract them. This is the constant task of the principal and corps of teachers in every school. The official duty of the supervising powers is to operate the machinery of graded instruction; but in so doing there should be a large discretion lodged with those powers to encourage and assist all teachers in their efforts to promote the education of individual pupils through other means than those afforded by the regular official courses of study. Among practicable other means, I know of nothing better than the so-called enrichment studies properly administered.

One word more. These studies are not *additions* to the present course of study in the sense of increasing the amount of work to be done by any pupil. They do not lengthen the course to be run, or enlarge the area to be explored. These figures of speech do not rightly suggest the thought. A more apt figure is implied in the term "enrichment." The thought is of a garden, the soil of which is enriched with all the elements that promote vegetable growth; some plants assimilate more of one element, others more of another element; all select those elements, and in those proportions, which best promote their own growth; and the art of the horticulturist consists in supplying the right kind of fertilizer at the right time for each kind of plant. So should studies be administered to children in a school — to each child at the right time those studies which will best promote his individual mental development. A rigidly uniform course of study for all children is as absurd as a uniform course of fertilization for all vegetables.

DEPARTMENTAL TEACHING.

Departmental teaching has been considerably extended in the grammar schools during the last two or three years. The information at hand does not enable me to make a thorough report at this time; but I can indicate in a general way how far experiments in departmental teaching have been carried and with what success.

In the first place it may be said that departmental teaching has been practised in Class I. of all the grammar schools ever since the master and another teacher have divided between themselves the work of instructing that class. This custom dates back many years. But it is not what the masters understand by the term "departmental teaching;" for sixteen of them report to me "no departmental teaching" in their schools, although of course they divide work with another teacher in Class I.

There are sixteen other schools in which departmental teaching is applied to the two or the three upper classes by three or four teachers exchanging work to a greater or less extent. There is one school in which this has been done for the last twenty years; but for the most part these schools have adopted the practice only within the last three or four years. Generally speaking, the masters of these schools are well satisfied with the results of their experiments as far as they have gone; and some of them express the intention of going farther next year, or as soon as their assistant teachers can prepare themselves for the work.

The practice of assigning to a single regular teacher the task of directing the work of the whole school in a special branch, as in music, drawing, penmanship, natural science, or physical exercises, is not a new practice, but it seems to have become much more usual of late years. The teacher so commissioned does not do all the teaching in the several classes, but directs and helps the class teachers to a better performance of the work in the special branch assigned. Thus, the general charge of music is assigned to a single teacher in fourteen schools, that of drawing in twelve, that of natural science in nine, that of penmanship in five, and that of physical exercises in four. The whole number of schools in which special branches are assigned in this way is sixteen. The results are reported generally as satisfactory; in some instances as highly so.

There remain twelve schools in which departmental organization has been applied to the whole or to the greater part of the classes. The experiment has had the earnest support of the masters of these schools, and generally the coöperation of able teachers. In one school, an unusually large number of changes in the corps of teachers — five experienced teachers replaced by novices in one year — interfered with the plan so much that partial abandonment of it was necessary. In another school an incompetent teacher made a partial failure of what might otherwise have been a success. In the remaining ten schools the success of the experiment is undoubted. Departmental teachers are more earnest in their work, make better preparation for it, and interest the children

more. Only good teachers can make departmental teaching successful. Instances have occurred of great improvement in the teacher through strenuous efforts in preparation to meet the requirements of departmental teaching. One master writes that the plan "has worked admirably, so well that we expect to adopt the departmental system more generally as we find the necessary talent in the teaching force." Another writes: "Nine teachers, who are most of them experts, have been out of their own rooms not over half the time. They have each taken one subject and taught it in different grades from year to year. . . . Eight subjects have been taught by nine teachers, largely in the *lower grades*, because the expert teachers happen to be there. The success of the departmental method has been far beyond my expectations. The advance each year in the work of the class is far greater than by the other method, because the teaching is so much better and because the pupils are so much more interested. The children appreciate good teaching. We have no trouble at all with discipline. The teachers make special preparation for each lesson, thus constantly improving their own efficiency. The school as a whole has been advanced farther by the introduction of the departmental method — largely in the lower classes where the theorist says it will not succeed — than by any other change recently made."

Not all the masters have found departmental teaching successful in the lower classes. One writes: "Success in upper grades, good; in lower grades, fairly good." Probably much depends on the ability

of the particular teachers who happen to be placed in the lower grades. Here is what a master says who has a strong corps of teachers, good in all grades, and who has carried on departmental teaching throughout his school: "The teachers upon the average have taught about eight hours a week in rooms other than their own. Nothing which I have attempted in the school has given as much satisfaction as this departmental instruction."

The importance of having the right kind of teachers is well shown in the following answer: "Not to any extent. I tried it many years ago, and after a trial of two years I reluctantly came to the conclusion that 'departmental' teaching would sooner or later result in failure, unless the selection of the teachers was primarily in the hands of the principal of the school."

TEACHERS STUDYING.

A teacher who ceases to be a student soon ceases to be a good teacher. One whose intellectual interests are stagnant or feeble or dead cannot kindle intellectual life in others; for his teaching is formal and void of inspiration. Hence it is a good test of the intellectual condition of the schools to take an account of the studies the teachers are carrying on for themselves. These studies may or may not have a direct bearing upon the work the teachers are doing in the schools; but a strong indirect influence they all have when pursued with ardor. An earnest student of foreign languages is a better teacher of his own language; one who is well versed in the natural sciences can greatly enrich the work of the

class in geography; and the industrious member of the literary or the historical club is a good person to be in any school-room.

I have at hand reports from all the districts, showing what the grade teachers did last year towards improving themselves for their professional work. The impression made by reading these reports is highly gratifying. The reading of educational periodicals and books is nearly universal. Attendance at meetings held by supervisors and directors is very general. There are many literary clubs, science clubs, and clubs for the study of principles and methods of teaching as applied to particular branches of school work.

All this might, perhaps, be regarded as a matter of course, and not worthy of particular mention; but it is not all. There are few districts in which there are not some teachers earnestly pursuing particular studies under the instruction of competent experts.

Drawing, the natural sciences, and geography are just at present the branches taken by the greatest number of teachers. The teachers become pupils in the Evening Drawing Schools, in the Normal Art School, in the Institute of Technology, in various summer schools, and in private classes. The Woman's Education Association has given an impetus to the study of physical geography by granting scholarships to a number of teachers who became students of that subject in the Harvard Summer School at Cambridge. The Teachers' School of Science, supported by the Lowell Institute Fund, and holding its sessions at the Massachusetts Institute of Technology, has for many

years given public school teachers free instruction in botany, zoölogy, geology, mineralogy, physical geography, and other branches of natural science.

Many teachers are studying foreign languages. In more than half of the districts, special mention is made of teachers, from one to nine in number in each district, who are studying French. Latin and German are each studied by considerable numbers of teachers; Italian by two and Greek by one.

Music and elocution receive the special attention of fewer teachers than are studying French, but of more than are studying other foreign languages. Painting, stenography, gymnastics, and sloyd complete the list of branches mentioned in the reports. Each of these is studied by a considerable number of teachers.

As already suggested, this account of the studies of the teachers gives good ground for the belief that the schools are not intellectually stagnant. Elsewhere it will be pointed out that three-quarters of the teachers are doing good or excellent work; and here has been indicated one cause of this good or excellent work.

But there are teachers who read but little and study none at all. The masters now and then complain of such. Their classes are intellectually as dull as themselves. Their teaching is formal and empty. Persistent drilling instead of clear thinking is what they depend upon for such results as they get.

It is suggested, also, that some of the sub-masters who ought to be studying and growing, so as to be fitted for larger responsibilities in the future, consume too much of their spare time and energy by teaching

in evening schools. On the other hand, there are teachers who are too unsparing of themselves in this out-of-school study. They should attempt less, and spend more time in social pleasures or in open-air exercise. These cases, however, are exceptional, and do not detract seriously from the favorable general impression that the facts above set forth ought to make.

THE STANDING OF TEACHERS.

During the last two years I have made careful inquiries into the quality of the service rendered by all the regular teachers in the day schools, excepting the teachers serving on probation (who are elsewhere spoken of), and excepting principals. The results seem gratifying, and are worth recording.

Twice during the period mentioned, the supervisors have reported to me the results of their observations on the individual teachers under their supervision. Once I have held a consultation with the principal of every school, making careful inquiries of him about each of his assistants and taking notes of what he said. He not only expressed his general estimate by means of marks, but also fully described the characteristics of each teacher, indicating the strong points and the weak points in the teaching. These estimates were compared with those of the supervisors. When considerable differences of judgment appeared, further consultations were held. Finally, when all the information thus obtained had been maturely considered, I myself decided what mark should be entered on the official record which the Regulations require

to be kept. The marks used were the ordinary ones: 1 = excellent, 2 = good, 3 = passable, and 4 = unsatisfactory; with the modified marks: 1 - = not quite excellent, 2 + = somewhat better than good, 2 - = not quite good, etc.

The mark 1 was not given unless both supervisor and principal had pronounced the teacher excellent. If either modified this mark, the modified mark 1 - was given. If the two marks differed by a whole point, as 1 and 2 or 2 and 3, my rule was to take the lower mark, modifying it if the information seemed to justify doing so. If marks differed by two points, as 1 and 3 or 2 and 4, which was rarely the case, further special inquiry was made before final decision. I mention these circumstances to show that there was a degree of severity in my method of assigning marks; and purposely so, for I deemed it wiser to avoid too favorable estimates.

These are the results:

| | |
|---------------------------------------|-------|
| Whole number of teachers marked . . . | 1,414 |
| Marked "excellent" (1) . . . | 266 |
| "Not quite excellent" (1 -) . . . | 46 |
| "Better than good" (2 +) . . . | 335 |
| "Good" (2) . . . | 406 |
| "Not quite good" (2 -) . . . | 56 |
| "Better than passable" (3 +) . . . | 155 |
| "Passable" (3) . . . | 95 |
| "Not quite passable" (3 -) . . . | 37 |
| "Unsatisfactory" (4) . . . | 18 |

It will be seen that 1,053 teachers, or about 75 per cent. of the whole number, are rendering service

which is rated by competent judges to be from good to excellent; that of the remainder, 306 teachers, or over 21 per cent. of the whole number, are rendering service that is at least passable; and that less than 4 per cent. of the whole body of teachers fail to reach a passable standard.

To me, who am daily accustomed to hear complaints about inefficient teachers, the results just recorded were somewhat surprising. But I see no way of impeaching their accuracy, except by proving that both the supervisors and the principals were too favorable in their judgments. For it is to be noted that in the great majority of instances both these classes of critics acting independently either coincided absolutely in their estimates or differed by not so much as one point. Until, therefore, these results are successfully impeached, I shall feel warranted in indulging a feeling of satisfaction, and in congratulating the great majority of the teachers on the recognized excellence of their service.

But there remain one-quarter of the teachers whose service is below the standard of "good." This is the class of teachers whose number should not be increased. That it may be continually diminished is one great purpose for which supervision of schools exists.

Aside from the discharge of teachers for inefficiency—a method for which the Regulations provide, but which is put in practice in only a few extreme cases—there are two ways open for efforts to diminish the number of inferior teachers. One way is to persuade them to take further instruction in the

principles of teaching or in the branches of study wherein their knowledge is inadequate ; the other way is to prevent the appointment or the confirmation of persons who give little or no promise of becoming good teachers.

In the way of persuasion much has always been done by supervisors and by principals to promote professional improvement among the teachers. The difficulty, however, is in reaching just the class of teachers that most need to be reached. General exhortations to professional improvement are readily responded to by the superior teachers, but the inferior ones are not so easily moved ; and the danger is that the former may be stimulated to over-work by earnest appeals intended to reach the latter. It is better, therefore, to appeal to individual teachers, and persuade them one by one to raise themselves from the inferior to the superior class. An effectual means of persuasion might be used on all teachers not yet elected "to serve during the pleasure of the School Committee." This permanent tenure, as it is called, could be withheld until the teacher had, for at least a year, rendered service that could justly be rated as "good." This would be a mild measure in comparison with that adopted in some places, whereby advances in salary are withheld until merited by excellence of service. But mild as the measure is, it would probably be strong enough to reach some who now seem to depend merely on the lapse of time for securing the permanent tenure.

The other way of preventing an increase in the number of inferior teachers, namely, not to appoint

them, or not to confirm those whose success while on probation is not satisfactory, is all provided for in the Regulations. Candidates for appointment must have been examined by the Board of Supervisors and hold the certificate of qualification, or must be graduates of the Boston Normal School. This requirement undoubtedly excludes from the school service many unfit persons. After appointment, the first year's service must be on probation. This year's service is reported upon by a supervisor and by the principal of the school in which the service is rendered. If these reports are favorable, confirmation follows; if not, probation is extended for half a year or a year, and further reports are rendered. If the reports are still unfavorable, dropping from the service is recommended. This system of probation carefully administered ought to exclude from the schools nearly all persons incapable of becoming good teachers.

There are two improvements which would make the system of appointment, probation, and confirmation work more effectually than it does at present. One improvement would be to adopt the civil-service rule and require the Board of Supervisors to certify, for every vacancy, the three persons on the eligible list who, in the judgment of that board, were best qualified for the vacancy. Thus the most promising candidates would be the earliest appointed. As matters now go, the least promising are apt to get the earliest appointments, because, having nothing else to do, they remain in the city seeking for them.

The other improvement would be to make and execute a regulation that no person be permitted to

serve more than two years on probation. If, at the end of two years, the service of a teacher is not acceptable, resignation should follow. At present resignation takes place in some cases, but in others not; and so the ranks of inferior teachers are recruited more than is desirable.

The following statement drawn from my records shows how probations have resulted during the last two years:

| | | |
|-----------------------------------------|-----|-------|
| March 1, 1895. Number of teachers | | |
| serving on probation | | 192 |
| Of these, prior to March 1, 1896, there | | |
| had been confirmed | 157 | |
| Been given extended probation | 29 | |
| Resigned | 5 | |
| Dropped from service | 1 | |
| | — | 192 |
| | | <hr/> |
| Nominations from March 1, 1895, to | | |
| March 1, 1896 | | 165 |
| Extended probations | | 29 |
| | | — |
| | | 194 |
| | | <hr/> |
| Of these, prior to March 1, 1897, there | | |
| had been confirmed | 152 | |
| Been given extended probation | 22 | |
| Resigned | 7 | |
| Dropped from the service | 1 | |
| Not definitely acted upon | 12 | |
| | — | 194 |
| | | <hr/> |

| | |
|---------------------------------------------------------------------|------------|
| Nominations from March 1, 1896, to March 1, 1897 | 226 |
| Extended probations | 22 |
| Not definitely acted upon (assumed to be on probation) | 12 |
| | <hr/> |
| Number on probation, March 1, 1897 . | <u>260</u> |

SUPERVISION.

For the purpose of answering various questions as to what was implied in the assignment of schools and in the assignment of studies respectively to the several supervisors, the following paragraphs were written at the time of the last assignment of schools and studies, and are here printed for further reference:

The function of supervision is exercised in two ways, which may be designated as local supervision and general supervision.

Local supervision pertains to the schools and the districts which are assigned to the several supervisors. It takes cognizance of any and all kinds of school work going on in the schools or districts assigned, whether that work be special—like music, drawing, cookery, and kindergartening—or general. The fact that special branches have the supervision of special instructors or directors does not relieve the local supervisor from the duty of overseeing all branches of work which he finds going on in his schools and districts. Nor is the local supervisor relieved of any part of his duty regarding the general work of his

schools by the circumstance that particular studies have been assigned to the charge of individual supervisors.

General supervision pertains to the particular studies which are assigned to the several supervisors. It gives the supervisor the right to visit all schools, whether within or without his district; but it does not lay upon him the impossible duty of visiting all the schools. It sends him into schools outside his district only so far as he may find it desirable and practicable to go in the interests of the particular study he has in charge.

Local supervision is primary and fundamental. It is the indispensable part of each supervisor's work. Incident to it are all reports on teachers, on schools, and on matters of local importance. Conferences with division committees and action under their instruction or at their suggestion belong to the same department of the work.

General supervision is secondary. It is not indispensable. If a supervisor finds some part of his work must be postponed or omitted, this is the part which is to be postponed or omitted. In the case of some branches, like wood-working, clay-modelling, astronomy, or psychology, the full exercise of general supervision would not involve an impracticable amount of visitation; in the case of others, like arithmetic, geography, or reading, complete visitation within a moderate period of time would be impossible. Therefore general supervision limits visitation to the amount requisite for a good general acquaintance with the

work going on in the schools. A supervisor in charge of a particular branch of study needs to observe it in some schools outside his own district; he has the right to do so in all schools; but practically he limits himself by the amount of his time available for this purpose.

The two functions of supervision, the local and the general, are closely connected with each other; like the two hands, the right and the left, neither can do its full work without the other. The local supervisors can bring much information to the general supervisor concerning the condition of his particular branch of study in their several districts, and so help him. He, on the other hand, can help them by taking the lead in suggesting the methods to be followed and the improvements to be made in the teaching of the study in his general charge. In this and other ways, local and general supervision can work together in mutually helpful relations. They should always be coöperative, never antagonistic; and they can easily and always be coöperative if the aim and scope of each be clearly understood.

THE PARENTAL SCHOOL.

The educational functions of this school were placed by law under the supervision of the School Committee. This supervision has been exercised, since the opening of the school in September, 1895, by the superintendent and two supervisors, all of whom have visited the school from time to time, and have made to the

Institutions Commissioner such suggestions as seemed to be called for. These suggestions have related to teachers' qualifications, courses of study, classification of pupils, books, supplies, records, singing, physical exercises, manual training, — in short, to all phases of the school work, — and have always been welcomed and favorably acted upon by the Institutions Commissioner. At my request, also, visits have been made to the school by Mr. McLaughlin to help the school in singing, and by Mr. Nissen to help it in physical exercises.

Through arrangements made by Supervisor Conley, the Committee on Manual Training has loaned to the Parental School a number of benches and tools for wood-working; and instruction in this branch will be begun as soon as a properly fitted teacher can be found.

The school work has, until recently, occupied the afternoons and evenings, the boys being busy forenoons with domestic work or with work upon the grounds and in the garden. By a recent change, however, the school hours have been made to agree with those of the public day schools in the city. Domestic work alone is not enough to employ all the boys. The grounds and the garden afford more employment in summer when the weather is good. But in winter and in bad weather more indoor work is needed; and this need is best supplied by the proposed instruction in wood-working. I am told that one of the employees at the power-house is a competent blacksmith, who could instruct some of the boys in forging if given a forge and tools. It is to

be hoped that such an opportunity may not be neglected.

There are now 144 boys detained in the Parental School; 28 boys and 3 girls are at the Marcella-street Home; and 9 boys out on conditional release. The Marcella-street Home has been used as the place of detention for the smaller boys committed to the Parental School, because the buildings at first erected at Spring street afforded insufficient room for all the boys; the Marcella-street Home will continue to be used as the place of detention for girls who are convicted of truancy. The recent completion at the Parental School of two dormitories, accommodating 40 boys each, may make further use for boys of the Marcella-street Home unnecessary; but it does not relieve the central building, now accommodating about 40 boys, which ought to be entirely cleared of beds and used exclusively for school purposes. This could be done if one more dormitory like those recently completed were provided. Then the whole school would be together, so that its work could be organized and carried on in a proper and effective manner — a thing hitherto impossible.

The matter of releases from the Parental School is interesting, and highly important, too, in its effects upon school attendance in general. A certain jurisdiction in this matter was given to the Superintendent of Public Schools by a law enacted in 1896, as follows:

CHAPTER 514.

AN ACT

RELATIVE TO RELEASES FROM THE PARENTAL SCHOOL OF THE
CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The institutions commissioner of the city of Boston, with the approval of the superintendent of schools of said city, and of a justice of the court which imposed the sentence, may at any time permit any child now or hereafter committed to the Parental School of said city to be at liberty upon such terms and conditions as said superintendent of schools and said institutions commissioner shall together deem best.

SECT. 2. If any child who is permitted to be at liberty, as provided by the preceding section, violates, in the opinion of said superintendent of schools and said institutions commissioner, the terms and conditions of his release, so that he is in their judgment a fit subject to be returned to said Parental School, said institutions commissioner, at any time previous to the expiration of the term for which such child shall have been committed to said Parental School, may revoke such permit.

SECT. 3. Said commissioner, when any such permit to a child has been revoked, shall issue an order directed to a truant officer or police officer of said city to arrest such child and return him to said Parental School; and any such officer holding said order shall arrest such child and return him to said Parental School, where he may thereupon be held, subject to the provisions of this act, for the unexpired portion of the term of the original sentence. All costs and expenses incurred by such officer in the arrest and return of such child to said school shall be paid to said officer by the city of Boston, when approved by a justice of the court which imposed the sentence.

SECT. 4. All acts and parts of acts so far as they are inconsistent with the provisions of this act are hereby repealed.

SECT. 5. This act shall take effect upon its passage.

Approved June 6, 1896.

The course of procedure under this law has been, first, a petition to the Institutions Commissioner signed by the parent or guardian of the boy whose release is sought and by others interested in the case; secondly, an investigation of the case by the Superintendent of Public Schools, for the purpose of ascertaining the proper reasons for giving or withholding his consent to the release; thirdly, a reference of the case to the judge who imposed the sentence, for the purpose of obtaining his consent to the release; fourthly, release by the Institutions Commissioner, notice of which act is at once sent to the Superintendent of Public Schools, who takes measures to secure the released boy's regular attendance in a public school. This regular attendance in a public school is the usual condition attached to the release. Sometimes, when the boy is over fourteen years of age, the condition is that he enter and remain in the employ of some suitable person, who will exercise a proper care over him. If a boy so released fail to attend school, he is remanded to the Parental School to serve the remainder of his term. Of the 15 boys released up to the present time, four have been returned to the Parental School for failure to comply with the condition of their release, two have left the city with their parents, and nine have attended the public schools regularly. This seems like a good beginning in the administration of a useful law.

In this connection it may be desirable to set forth the principles which have governed me in the exercise of the power intrusted by the law to the Superintendent of Public Schools. First and most

important is the principle that release from the Parental School is a reward to be earned by the industry and good conduct of the boy himself. It is not a favor to be procured either by parental appeal or by friendly intercession. The second principle, an immediate consequence of the first, is that the boy shall have remained long enough in the Parental School to make a record for industry and good conduct worthy of consideration. To release a boy committed for two years at the end of two weeks would be absurd ; at the end of two months, somewhat less so ; at the end of six months on a good record, not at all so, but quite reasonable. The third principle is that the condition of the home shall be such as to make regular school attendance possible and to a degree probable. This principle imposes an unfortunate limitation on the operation of the other two. On a recent visit to the school I took from the records the names of a considerable number of boys with the intention of recommending their release without petition on the ground that their records for industry and good conduct were excellent or nearly so ; but after learning the condition of the homes, I recommended release in only one case. The other boys would be decidedly safer in the Parental School, and their release could not wisely be recommended. The fourth and last principle is that failure to comply with the condition of the release shall be followed immediately by the boy's return to the Parental School. Four boys have been returned, much to the surprise of the other boys ; but the effect on them will be wholesome. In order that a close watch may

be kept on all the released boys' school attendance, each master having such a boy in his school has been requested to send me every Friday a postal card stating that the boy's attendance for the week has or has not been regular.

On the successful operation of the Parental School rest our hopes for a due and proper enforcement of compulsory education in a large city, and for an abatement of the evils of truancy. Therefore have I felt justified in bestowing on this school much time and thought, not only in years past to bring it into being, but also in years recent to bring it into right relations with the public schools. Therefore, too, I bespeak for the Parental School all the sympathy and interest which the principals of the public schools ought to feel in an enterprise so nearly related to their own work.

AGE AND SCHOOLING CERTIFICATES.

The most effective provision in the compulsory education law is that which prohibits the employment of children under sixteen years of age in any factory, workshop, or mercantile establishment, without certificates kept on file showing the age and schooling of every child so employed. Employers will not knowingly expose themselves to the penalty imposed for violation of the law. Children under thirteen years of age cannot obtain these certificates at all; those between thirteen and fourteen can obtain them only upon proof that they have attended school at least thirty weeks since their thirteenth birthday; and those between fourteen and sixteen obtain them only upon

satisfactory proof that they have passed their fourteenth birthday. The practical result is that children under thirteen years of age are not employed at all, and those under fourteen are but little employed, because the requirement of thirty weeks' attendance covers nearly the whole of the school year. Prior to the year 1888, when the present law was enacted, the employment of children under fourteen was much more frequent than it is at present, and even the employment of children under thirteen was not infrequent. The statistics of the schools reflect the operation of the present law in the relatively greater increase in the registration of children twelve and thirteen years of age. Nor is this all. There has been a relatively great increase in the registration of children fourteen and fifteen years of age; and this appears to be due in a measure to the growing unwillingness of employers to trouble themselves at all with certificate-holding children. The total result is that many thousands of children, who without the certificate law would be employed in various ways, are now in school. When we consider the uselessness of most forms of child-labor as preparation for the occupations of adult life, we readily admit that the operation of the certificate law is beneficial; for no one doubts that school is the best place for children up to the age of fourteen or fifteen.

For the information of any who may be interested in the subject, I here present a few facts and statistics relative to the issue of age and schooling certificates from this office:

| | | |
|-----------------------------------------------------------------------------|-----|------------|
| Number of certificates from June 29, 1896, to January 14, 1897 | | 825 |
| For boys | 348 | |
| For girls | 477 | |
| | — | 825 |
| For public school children | 687 | |
| For parochial school children | 138 | |
| | — | <u>825</u> |

Of the 825 children taking out certificates, 429 were born in Boston ; 212 in Europe (Russia 67, Italy 35, England 36, Ireland 36, Scotland 5, Germany 15, etc.); 46 in the British American Provinces ; and 138 elsewhere.

The children who take certificates come from every grammar school in Boston. There were from the Hancock 57, Lawrence 33, Phillips 33, Norcross 28, Eliot 27, Franklin 25, Wells 24, Comins 20, Bigelow 19, Quincy 19, Dudley 18, John A. Andrew 18, Lincoln 18, Winthrop 18, Gaston 16, Shurtleff 16, Sherwin 14, Brimmer 13, Dearborn 13, Lyman 12, Prescott 12, Hyde 11, Thomas N. Hart 11, Washington Allston 11, and from the other schools less than 10 each ; making a total of 635. The remainder, 190 in number, were from schools in other places and parochial schools.

The number of grammar-school graduates applying for certificates was 28 ; namely, 5 from the Lawrence, 4 from the Norcross, 3 from the Prescott, 2 from the Frothingham, and 1 each from 14 other schools. The total number of graduates of the grammar schools last summer who were below the age of sixteen was :

Boys 878, girls 901, total 1,779. The number who were below the age of fourteen was : Boys 156, girls 87, total 243.

From these figures it appears that less than 2 per cent. of the grammar-school graduates who are under sixteen years of age apply for certificates to work in "factories, workshops, and mercantile establishments." Almost the whole of the children who work in such places leave school before graduating, or even before reaching the upper grades.

Respectfully submitted,

EDWIN P. SEAVER,

Superintendent of Public Schools.

STATISTICS

FOR THE

HALF-YEAR ENDING JANUARY 31, 1897.

SUMMARY.

January 31, 1897.

| GENERAL SCHOOLS. | No. of Schools. | No. of Regular Teachers. | | | Average No. Pupils Belonging. | Average Attendance. | Average Absence. | Per cent. of Attendance. | No. at Date. |
|--------------------------|-----------------|--------------------------|--------|--------|-------------------------------|---------------------|------------------|--------------------------|--------------|
| | | Men. | Women. | Total. | | | | | |
| Normal | 1 | 2 | 9 | 11 | 278 | 259 | 19 | 93.2 | 261 |
| Latin and High | 11 | 74 | 78 | 152 | 4,667 | 4,426 | 241 | 94.8 | 4,574 |
| Grammar | 56 | 117 | 650 | 767 | 35,906 | 32,963 | 2,943 | 91.8 | 35,886 |
| Primary | 525 | ... | 525 | 525 | 27,435 | 23,813 | 3,622 | 86.8 | 27,827 |
| Kindergartens | 61 | ... | 119 | 119 | 3,354 | 2,431 | 923 | 72.4 | 3,401 |
| Totals | 654 | 193 | 1,381 | 1,574 | 71,640 | 63,892 | 7,748 | 89.2 | 71,949 |

| SPECIAL SCHOOLS. | No. Schools. | No. of Regular Teachers. | Average No. Pupils Belonging. | Average Attendance. | Average Absence. | Per cent. of Attendance. | No. at Date. |
|------------------------------|--------------|--------------------------|-------------------------------|---------------------|------------------|--------------------------|--------------|
| | | | | | | | |
| Horace Mann | 1 | 13 | 108 | 94 | 14 | 87.0 | 110 |
| Spectacle Island | 1 | 1 | 25 | 23 | 2 | 92.0 | 25 |
| Evening High: | | | | | | | |
| Central | ... | 27 | 2,059 | 1,544 | 515 | 74.9 | |
| Charlestown | ... | 7 | 215 | 170 | 45 | 79.0 | |
| East Boston | .. | 7 | 175 | 137 | 38 | 78.2 | |
| Evening Elementary | 12 | 151 | 3,308 | 2,221 | 1,087 | 67.1 | |
| Evening Drawing | 5 | 27 | 637 | 492 | 145 | 77.2 | |
| Totals | 19 | 233 | 6,527 | 4,681 | 1,846 | 71.7 | |

SPECIAL TEACHERS.

Not included in the two preceding tables.

| | Men. | Women. | Total. |
|---------------------------------------------------------------------------------------------------|------|--------|--------|
| Drawing: Director and Assistants | 3 | 0 | 3 |
| Physical Training: Director and Assistant | 2 | 0 | 2 |
| Modern Languages: Assistant Directors | 3 | 0 | 3 |
| Kindergartens: Director | 0 | 1 | 1 |
| Kindergartening: Normal School | 0 | 1 | 1 |
| Music: Instructors and Assistant Instructors | 4 | 4 | 8 |
| Military Drill: Instructor | 1 | 0 | 1 |
| Chemistry: Assistants, Girls' High School | 0 | 2 | 2 |
| Chemistry: Laboratory Assistant, Roxbury High School | 1 | 0 | 1 |
| Vocal and Physical Culture: Instructor, Girls' High School, | 0 | 1 | 1 |
| Vocal and Physical Culture: Instructor, Girls' Latin School and East Boston High School | 0 | 1 | 1 |
| Sewing: Instructors | 0 | 35 | 35 |
| Cooking: Principal and Instructors | 0 | 15 | 15 |
| Manual Training: Principal and Instructors | 7 | 13 | 20 |
| Special Teacher: Physical Culture, Roxbury High School | 0 | 1 | 1 |
| Special Teacher: Physical Culture, Charlestown High School | 0 | 1 | 1 |
| Totals | 21 | 75 | 96 |

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to January 31, 1897.

| SCHOOLS. | Average Whole Number. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Head-Masters. | Masters. | Junior-Masters. | Sub-Masters. | Asst. Principals. | Assistants. | Instructors. | Assistant Instructors. |
|------------------------------|-----------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|---------------|----------|-----------------|--------------|-------------------|-------------|--------------|------------------------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | | | | | | |
| Normal | 278 | 278 | 278 | 259 | 259 | 259 | 19 | 93 | 1 | 0 | 1 | 0 | 9 | 0 | 0 | 0 |
| Latin | 646 | 646 | 646 | 624 | 624 | 624 | 22 | 97 | 1 | 9 | 12 | 0 | 0 | 0 | 0 | 0 |
| Girls' Latin | 326 | 326 | 326 | 307 | 307 | 307 | 19 | 94 | 0 | 1 | 0 | 0 | 10 | 0 | 0 | 0 |
| English High | 872 | 872 | 872 | 833 | 833 | 833 | 39 | 96 | 1 | 9 | 16 | 0 | 0 | 0 | 0 | 0 |
| Girls' High | 915 | 915 | 915 | 856 | 856 | 856 | 59 | 93 | 1 | 1 | 0 | 0 | 1 | 22 | 0 | 0 |
| Roxbury High | 153 | 388 | 541 | 148 | 370 | 518 | 23 | 96 | 1 | 0 | 3 | 0 | 1 | 13 | 0 | 0 |
| Dorchester High | 100 | 176 | 276 | 96 | 164 | 260 | 16 | 96 | 1 | 0 | 1 | 0 | 0 | 7 | 0 | 0 |
| Charlestown High | 84 | 180 | 264 | 78 | 163 | 241 | 23 | 91 | 1 | 0 | 1 | 0 | 0 | 7 | 0 | 0 |
| West Roxbury High | 41 | 151 | 192 | 39 | 140 | 179 | 13 | 93 | 1 | 0 | 1 | 0 | 0 | 6 | 0 | 0 |
| Brighton High | 60 | 136 | 196 | 58 | 128 | 186 | 10 | 95 | 0 | 2 | 0 | 0 | 0 | 5 | 0 | 0 |
| East Boston High | 88 | 122 | 210 | 85 | 115 | 200 | 10 | 95 | 1 | 0 | 1 | 0 | 0 | 5 | 0 | 0 |
| Mechanic Arts High | 229 | 229 | 229 | 222 | 222 | 222 | 7 | 97 | 1 | 3 | 0 | 0 | 0 | 5 | 0 | 1 |
| Totals | 2,273 | 2,672 | 4,945 | 2,183 | 2,502 | 4,685 | 260 | 95 | 10 | 25 | 35 | 1 | 2 | 84 | 5 | 1 |

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JANUARY 31, 1897.

| SCHOOLS. | First-year class. | Second-year class. | Third-year class. | Fourth-year class. | Fifth-year class. | Sixth-year class. | Out-of-course Class. | Whole number at date. | 11 years. | 12 years. | 13 years. | 14 years. | 15 years. | 16 years. | 17 years. | 18 years. | 19 years. | 20 years. | 21 years and over. |
|------------------------------|-------------------|--------------------|-------------------|--------------------|-------------------|-------------------|----------------------|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------------|
| | | | | | | | | | | | | | | | | | | | |
| Normal | 119 | 106 | 36 | . . . | . . . | . . . | . . . | 261 | . . . | . . . | . . . | . . . | . . . | . . . | 4 | 26 | 60 | 63 | 108 |
| Latin | 81 | 111 | 114 | 97 | 75 | 51 | 156 | 685 | 14 | 40 | 76 | 129 | 139 | 122 | 92 | 58 | 13 | 2 | . . . |
| Girls' Latin | 37 | 24 | 58 | 56 | 43 | 33 | 64 | 315 | 8 | 20 | 26 | 56 | 61 | 64 | 39 | 23 | 18 | . . . | . . . |
| English High | 433 | 222 | 164 | 34 | . . . | . . . | . . . | 853 | . . . | . . . | 24 | 104 | 232 | 235 | 164 | 62 | 20 | 8 | 4 |
| Girls' High | 399 | 212 | 160 | 92 | . . . | . . . | . . . | 863 | . . . | 1 | 8 | 68 | 168 | 224 | 209 | 118 | 48 | 14 | 5 |
| Roxbury High | 224 | 147 | 112 | 44 | . . . | . . . | . . . | 527 | . . . | . . . | 8 | 49 | 118 | 144 | 116 | 56 | 23 | 9 | 4 |
| Dorchester High | 108 | 80 | 61 | 20 | . . . | . . . | . . . | 269 | . . . | . . . | . . . | 18 | 71 | 92 | 53 | 30 | 4 | 1 | . . . |
| Charlestown High | 105 | 75 | 50 | 23 | . . . | . . . | . . . | 253 | . . . | . . . | 3 | 18 | 67 | 75 | 44 | 28 | 15 | 1 | 2 |
| West Roxbury High | 78 | 49 | 47 | 9 | . . . | . . . | . . . | 183 | . . . | . . . | . . . | 22 | 38 | 52 | 41 | 22 | 7 | . . . | 1 |
| Brighton High | 102 | 47 | 37 | 9 | . . . | . . . | . . . | 195 | . . . | . . . | 2 | 24 | 38 | 55 | 44 | 21 | 9 | 1 | 1 |
| East Boston High | 107 | 56 | 37 | 8 | . . . | . . . | . . . | 208 | . . . | . . . | 6 | 20 | 44 | 66 | 48 | 15 | 7 | 2 | . . . |
| Mechanic Arts High | 146 | 48 | 29 | . . . | . . . | . . . | . . . | 223 | . . . | . . . | 1 | 18 | 32 | 70 | 53 | 33 | 11 | 3 | 2 |
| Totals | 1,939 | 1,177 | 905 | 392 | 118 | 84 | 220 | 4,855 | 22 | 61 | 154 | 526 | 1,008 | 1,199 | 907 | 492 | 235 | 104 | 127 |

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1897.

| SCHOOLS. | No. of Reg. Teachers. | Average No. of Pupils. | Average No. |
|--------------------------|--------------------------|---------------------------|---------------------------------------|
| | | | of Pupils to a Regular Teacher. |
| Normal | 10 | 278 | 27.8 |
| Latin | 21 | 646 | 30.8 |
| Girls' Latin | 10 | 326 | 32.6 |
| English High | 25 | 872 | 34.8 |
| Girls' High | 25 | 915 | 36.6 |
| Roxbury High | 17 | 541 | 31.8 |
| Dorchester High | 8 | 276 | 34.5 |
| Charlestown High | 8 | 264 | 33.0 |
| West Roxbury High | 7 | 192 | 27.4 |
| Brighton High | 6 | 196 | 32.6 |
| East Boston High | 6 | 210 | 35.0 |
| Mechanic Arts High | 9 | 229 | 25.4 |
| Totals | 152 | 4,945 | 32.5 |

ADMISSIONS. SEPTEMBER. 1896.

NORMAL SCHOOL.

| SCHOOLS. | Number Admitted. | Average Age. | |
|-------------------------|---------------------|--------------|---------|
| | | Years. | Months. |
| Charlestown High | 14 | 19 | 1 |
| Dorchester High | 7 | 19 | 2 |
| Girls' High | 60 | 19 | 7 |
| Roxbury High | 12 | 19 | 6 |
| West Roxbury High | 7 | 19 | 1 |
| Post Graduates | 59 | 21 | 11 |
| Other Sources | 30 | 20 | 6 |
| Totals | 189 | 19 | 10 |

LATIN AND HIGH SCHOOLS.

| SCHOOLS. | Admitted. | | From Grammar Schools. | From Other Sources. | Totals. | Average Age. | |
|----------------------|-----------|--------|-----------------------------|---------------------------|---------|--------------|------|
| | Boys. | Girls. | | | | Years. | Mos. |
| Latin | 232 | ..... | 180 | 52 | 232 | 14 | 3 |
| Girls' Latin ..... | ..... | 107 | 89 | 18 | 107 | 14 | 5 |
| English High | 479 | ..... | 431 | 48 | 479 | 14 | 10 |
| Girls' High ..... | ..... | 525 | 412 | 113 | 525 | 15 | 9 |
| Roxbury High | 42 | 170 | 192 | 20 | 212 | 15 | 3 |
| Dorchester High | 37 | 80 | 98 | 19 | 117 | 15 | 6 |
| Charlestown High ... | 44 | 77 | 109 | 12 | 121 | 15 | 6 |
| West Roxbury High . | 20 | 68 | 77 | 11 | 88 | 15 | 7 |
| Brighton High | 37 | 70 | 89 | 18 | 107 | 15 | 8 |
| East Boston High ... | 45 | 68 | 99 | 14 | 113 | 15 | 4 |
| Mechanic Arts High . | 163 | ..... | 137 | 26 | 163 | 15 | 7 |
| Totals | 1,099 | 1,165 | 1,913 | 351 | 2,264 | 15 | 3 |

GRAMMAR SCHOOLS.

Semi-annual Returns to January 31, 1897.

| SCHOOLS. | Average whole Number. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Masters. | Sub-Masters. | 1st Assistants. | Assistants. |
|------------------------------|-----------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|----------|--------------|-----------------|-------------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | | |
| Adams | 220 | 199 | 419 | 195 | 175 | 370 | 49 | 88 | 1 | 1 | 1 | 7 |
| Agassiz | 593 | 10 | 603 | 560 | 9 | 569 | 34 | 94 | 1 | 2 | 1 | 9 |
| Bennett | 288 | 269 | 557 | 279 | 257 | 536 | 21 | 96 | 1 | 2 | 1 | 8 |
| Bigelow | 715 | . . . | 715 | 669 | . . . | 669 | 46 | 94 | 1 | 2 | 1 | 12 |
| Bowditch | . . . | 568 | 568 | . . . | 537 | 537 | 31 | 95 | 1 | . . | 2 | 9 |
| Bowdoin | . . . | 456 | 456 | . . . | 394 | 394 | 62 | 86 | 1 | . . | 2 | 8 |
| Brimmer | . . . | 556 | 556 | . . . | 499 | 499 | 57 | 90 | 1 | 2 | 1 | 8 |
| Bunker Hill | 279 | 251 | 530 | 257 | 225 | 482 | 48 | 91 | 1 | 1 | 2 | 8 |
| Chapman | 322 | 322 | 644 | 300 | 293 | 593 | 51 | 92 | 1 | 1 | 2 | 10 |
| Charles Sumner | 503 | 435 | 938 | 466 | 395 | 861 | 77 | 92 | 1 | 1 | 2 | 16 |
| Christopher Gibson | 503 | 320 | 623 | 285 | 296 | 581 | 42 | 93 | 1 | . . | 2 | 10 |
| Comins | 307 | 307 | 614 | 288 | 276 | 564 | 50 | 92 | 1 | 1 | 2 | 8 |
| Dearborn | 435 | 357 | 792 | 396 | 322 | 718 | 74 | 91 | 1 | 1 | 2 | 12 |
| Dillaway | . . . | 770 | 770 | . . . | 694 | 694 | 76 | 90 | 1 | . . | 2 | 12 |
| Dudley | 715 | . . . | 715 | 673 | . . . | 673 | 42 | 94 | 1 | 2 | 1 | 11 |
| Dwight | 640 | . . . | 640 | 605 | . . . | 605 | 35 | 95 | 1 | 2 | 1 | 10 |
| Edward Everett | 203 | 234 | 437 | 185 | 212 | 397 | 40 | 91 | 1 | 1 | 2 | 9 |
| Eliot | 1,159 | . . . | 1,159 | 1,033 | . . . | 1,033 | 126 | 89 | 1 | 3 | 1 | 22 |
| Emerson | 454 | 470 | 924 | 410 | 424 | 834 | 90 | 90 | 1 | 1 | 3 | 14 |
| Everett | . . . | 707 | 707 | . . . | 628 | 628 | 79 | 89 | 1 | . . | 2 | 11 |
| Franklin | . . . | 682 | 682 | . . . | 614 | 614 | 68 | 90 | 1 | . . | 2 | 12 |
| Frothingham | 322 | 308 | 630 | 294 | 283 | 577 | 53 | 92 | 1 | 1 | 2 | 9 |
| Gaston | . . . | 812 | 812 | . . . | 741 | 741 | 71 | 91 | 1 | . . | 2 | 13 |
| George Putnam | 205 | 259 | 464 | 193 | 234 | 427 | 37 | 92 | 1 | 1 | 1 | 7 |
| Gilbert Stuart | 197 | 216 | 413 | 187 | 200 | 387 | 26 | 94 | 1 | 1 | 1 | 5 |
| Hancock | . . . | 862 | 862 | . . . | 762 | 762 | 100 | 88 | 1 | . . | 2 | 15 |
| Harris | 246 | 216 | 462 | 229 | 199 | 428 | 34 | 93 | 1 | 1 | 1 | 7 |
| Harvard | 290 | 335 | 625 | 272 | 311 | 583 | 42 | 93 | 1 | 1 | 2 | 10 |

GRAMMAR SCHOOLS. — *Concluded.*

| SCHOOLS. | Average whole Number. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Masters. | Sub-Masters. | 1st Assistants. | Assistants. |
|------------------------------|-----------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|----------|--------------|-----------------|-------------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | | |
| Henry L. Pierce | 376 | 378 | 754 | 356 | 353 | 709 | 45 | 94 | 1 | 1 | 2 | 11 |
| Hugh O'Brien | 502 | 373 | 875 | 473 | 345 | 818 | 57 | 93 | 1 | 1 | 2 | 13 |
| Hyde | | 575 | 575 | | 535 | 535 | 40 | 93 | 1 | | 2 | 10 |
| John A. Andrew | 447 | 298 | 745 | 412 | 273 | 685 | 60 | 92 | 1 | 1 | 2 | 12 |
| Lawrence | 750 | | 750 | 714 | | 714 | 36 | 95 | 1 | 2 | 1 | 12 |
| Lewis | 402 | 444 | 846 | 379 | 413 | 792 | 54 | 94 | 1 | 1 | 3 | 11 |
| Lincoln | 607 | | 607 | 565 | | 565 | 42 | 93 | 1 | 2 | 1 | 9 |
| Lowell | 534 | 532 | 1,066 | 495 | 485 | 980 | 86 | 92 | 1 | 1 | 2 | 16 |
| Lyman | 366 | 247 | 613 | 329 | 219 | 548 | 65 | 89 | 1 | 1 | 2 | 8 |
| Martin | 206 | 198 | 404 | 195 | 185 | 380 | 24 | 94 | 1 | 1 | 1 | 7 |
| Mather | 437 | 428 | 865 | 404 | 385 | 789 | 76 | 91 | 1 | 2 | 2 | 13 |
| Minot | 154 | 179 | 333 | 146 | 169 | 315 | 18 | 95 | 1 | | 1 | 6 |
| Norcross | | 567 | 567 | | 512 | 512 | 55 | 90 | 1 | | 2 | 11 |
| Phillips | 1,076 | | 1,076 | | 957 | 957 | 119 | 89 | 1 | 3 | 1 | 14 |
| Prescott | 250 | 227 | 477 | 238 | 213 | 451 | 26 | 94 | 1 | 1 | 1 | 7 |
| Prince | 224 | 322 | 546 | 208 | 293 | 501 | 45 | 92 | 1 | 1 | 1 | 9 |
| Quincy | 461 | | 461 | 392 | | 392 | 69 | 85 | 1 | 2 | 1 | 7 |
| Rice | 479 | | 479 | 441 | | 441 | 38 | 92 | 1 | 2 | 2 | 6 |
| Robert G. Shaw | 163 | 169 | 332 | 152 | 155 | 307 | 25 | 92 | 1 | | 2 | 5 |
| Roger Clap | 199 | 205 | 404 | 188 | 191 | 379 | 25 | 94 | 1 | 1 | 1 | 5 |
| Sherwin | 528 | | 528 | 492 | | 492 | 36 | 93 | 1 | 2 | 1 | 7 |
| Shurtleff | | 597 | 597 | | 541 | 541 | 56 | 91 | 1 | | 2 | 11 |
| Thomas N. Hart | 506 | | 506 | 479 | | 479 | 27 | 95 | 1 | 1 | 1 | 8 |
| Tileston | 162 | 142 | 304 | 150 | 128 | 278 | 26 | 91 | 1 | | 1 | 5 |
| Warren | 318 | 306 | 624 | 301 | 286 | 587 | 37 | 94 | 1 | 1 | 2 | 10 |
| Washington Allston | 431 | 455 | 886 | 405 | 421 | 826 | 60 | 93 | 1 | 2 | 2 | 16 |
| Wells | | 671 | 671 | | 611 | 611 | 60 | 91 | 1 | | 2 | 10 |
| Winthrop | | 698 | 698 | | 623 | 623 | 75 | 89 | 1 | | 2 | 12 |
| Totals | 17,974 | 17,932 | 35,906 | 15,690 | 17,273 | 32,963 | 2,943 | 92 | 56 | 57 | 91 | 563 |

GRAMMAR SCHOOLS.
Number of Pupils in each Class, whole Number, and Ages, Jan. 31, 1897.

| SCHOOLS. | First Class. | Second Class. | Third Class. | Fourth Class. | Fifth Class. | Sixth Class. | Ungraded Class. | Whole number. | Under eight years. | Eight years. | Nine years. | Ten years. | Eleven years. | Twelve years. | Thirteen years. | Fourteen years. | Fifteen years. | Sixteen years. | Seventeen years. | Eighteen years and over. |
|------------------------------|--------------|---------------|--------------|---------------|--------------|--------------|-----------------|---------------|--------------------|--------------|-------------|------------|---------------|---------------|-----------------|-----------------|----------------|----------------|------------------|--------------------------|
| Adams | 36 | 49 | 93 | 48 | 91 | 58 | 39 | 414 | 1 | 11 | 38 | 70 | 63 | 76 | 73 | 49 | 29 | 4 | .. | .. |
| Agassiz | 47 | 94 | 107 | 109 | 110 | 117 | 25 | 609 | 1 | 10 | 64 | 98 | 91 | 100 | 95 | 82 | 52 | 13 | .. | .. |
| Bennett | 97 | 52 | 84 | 108 | 112 | 107 | .. | 560 | 1 | 16 | 52 | 78 | 90 | 74 | 77 | 81 | 56 | 28 | 5 | 2 |
| Bigelow | 50 | 84 | 146 | 151 | 166 | 110 | .. | 707 | .. | 19 | 61 | 104 | 129 | 142 | 128 | 71 | 34 | 15 | 4 | .. |
| Bowditch | 88 | 57 | 112 | 104 | 114 | 56 | 33 | 564 | 1 | 21 | 47 | 72 | 79 | 93 | 89 | 78 | 42 | 32 | 8 | 2 |
| Bowdoin | 50 | 51 | 77 | 52 | 94 | 87 | 39 | 450 | .. | 7 | 38 | 56 | 64 | 79 | 80 | 53 | 49 | 15 | 8 | 1 |
| Brimmer | 38 | 40 | 103 | 111 | 113 | 111 | 42 | 558 | 1 | 9 | 44 | 88 | 84 | 129 | 96 | 67 | 30 | 7 | 3 | .. |
| Bunker Hill | 42 | 53 | 68 | 89 | 111 | 137 | 24 | 524 | .. | 17 | 48 | 78 | 97 | 88 | 81 | 60 | 39 | 15 | 1 | .. |
| Chapman | 77 | 96 | 99 | 138 | 108 | 100 | 13 | 631 | .. | 16 | 68 | 85 | 95 | 136 | 96 | 73 | 38 | 20 | 4 | .. |
| Charles Sumner | 83 | 90 | 151 | 214 | 200 | 107 | .. | 935 | .. | 34 | 114 | 162 | 151 | 152 | 142 | 118 | 40 | 16 | 6 | .. |
| Christopher Gibson | 76 | 86 | 94 | 103 | 126 | 156 | .. | 611 | .. | 32 | 71 | 100 | 103 | 99 | 90 | 69 | 47 | 26 | 3 | 1 |
| Comins | 54 | 101 | 106 | 116 | 117 | 118 | .. | 612 | 1 | 14 | 52 | 79 | 93 | 113 | 106 | 83 | 56 | 11 | 4 | .. |
| Dearborn | 112 | 67 | 54 | 138 | 195 | 170 | 48 | 784 | .. | 12 | 70 | 117 | 125 | 129 | 137 | 111 | 62 | 19 | 2 | .. |
| Dillaway | 82 | 102 | 117 | 181 | 145 | 139 | .. | 766 | .. | 25 | 54 | 115 | 127 | 142 | 108 | 107 | 55 | 23 | 10 | .. |
| Dudley | 46 | 96 | 101 | 104 | 113 | 155 | 89 | 704 | 4 | 17 | 81 | 98 | 93 | 105 | 116 | 116 | 51 | 17 | 5 | 1 |
| Dwight | 42 | 89 | 106 | 162 | 109 | 109 | 33 | 650 | 3 | 14 | 56 | 91 | 128 | 114 | 106 | 82 | 35 | 14 | 7 | .. |
| Edward Everett | 64 | 59 | 74 | 80 | 84 | 83 | .. | 444 | .. | 14 | 31 | 58 | 62 | 94 | 76 | 59 | 34 | 12 | 3 | 1 |
| Elliot | 47 | 56 | 162 | 161 | 165 | 226 | 378 | 1,195 | 18 | 48 | 103 | 198 | 183 | 185 | 221 | 151 | 70 | 14 | 4 | .. |
| Emerson | 82 | 150 | 141 | 192 | 120 | 236 | 35 | 956 | 2 | 22 | 96 | 138 | 166 | 146 | 123 | 137 | 87 | 31 | 6 | 2 |
| Everett | 75 | 102 | 106 | 142 | 120 | 117 | 42 | 704 | .. | 15 | 63 | 85 | 117 | 107 | 127 | 91 | 62 | 25 | 7 | 5 |
| Franklin | 45 | 55 | 104 | 153 | 150 | 109 | 68 | 684 | .. | 9 | 58 | 92 | 127 | 130 | 125 | 71 | 45 | 22 | 5 | .. |
| Frothingham | 79 | 80 | 99 | 106 | 111 | 113 | 35 | 623 | 2 | 22 | 66 | 115 | 105 | 113 | 95 | 70 | 27 | 7 | 1 | .. |
| Gaston | 53 | 98 | 108 | 161 | 225 | 160 | .. | 805 | .. | 22 | 74 | 103 | 134 | 117 | 127 | 115 | 57 | 48 | 8 | .. |
| George Putnam | 36 | 50 | 52 | 112 | 97 | 116 | .. | 463 | 2 | 6 | 41 | 59 | 106 | 79 | 66 | 64 | 26 | 11 | 3 | .. |
| Gilbert Stuart | 38 | 55 | 78 | 66 | 78 | 109 | .. | 424 | 1 | 21 | 40 | 69 | 59 | 69 | 61 | 57 | 36 | 7 | 3 | 1 |

| | 39 | 51 | 57 | 101 | 150 | 180 | 285 | 863 | 10 | 26 | 80 | 135 | 130 | 195 | 155 | 89 | 33 | 6 | 4 | ... |
|-----------------------|-------|-------|-------|-------|-------|-------|-------|--------|-----|-----|-------|-------|-------|-------|-------|-------|-------|-----|-----|-----|
| Hancock | 46 | 66 | 55 | 86 | 107 | 106 | ... | 466 | 1 | 18 | 36 | 47 | 77 | 86 | 93 | 56 | 39 | 10 | 3 | ... |
| Harris | 42 | 92 | 102 | 102 | 89 | 149 | 32 | 608 | ... | 17 | 32 | 93 | 99 | 109 | 96 | 85 | 43 | 32 | 2 | ... |
| Harvard | 114 | 76 | 95 | 187 | 141 | 90 | 59 | 762 | 2 | 23 | 78 | 114 | 125 | 122 | 101 | 117 | 50 | 24 | 6 | ... |
| Henry L. Pierce . . . | 52 | 159 | 160 | 168 | 163 | 174 | ... | 866 | 1 | 14 | 54 | 110 | 123 | 184 | 177 | 113 | 73 | 16 | 1 | ... |
| Hugh O'Brien | 46 | 84 | 96 | 97 | 91 | 101 | 35 | 550 | ... | 15 | 42 | 84 | 86 | 105 | 91 | 76 | 35 | 16 | 1 | ... |
| Hyde | 52 | 53 | 136 | 103 | 157 | 154 | 48 | 703 | 1 | 13 | 66 | 109 | 135 | 137 | 109 | 82 | 38 | 13 | ... | ... |
| John A. Andrew . . . | 53 | 90 | 104 | 98 | 169 | 158 | 80 | 752 | 8 | 23 | 98 | 131 | 134 | 131 | 124 | 73 | 27 | 3 | ... | ... |
| Lawrence | 102 | 120 | 126 | 158 | 168 | 164 | ... | 838 | ... | 20 | 79 | 98 | 137 | 137 | 134 | 70 | 26 | 2 | 1 | ... |
| Lewis | 57 | 74 | 76 | 95 | 128 | 165 | ... | 595 | ... | 21 | 58 | 103 | 95 | 103 | 89 | 69 | 43 | 14 | ... | ... |
| Lincoln | 105 | 171 | 162 | 223 | 169 | 218 | ... | 1,048 | ... | 10 | 95 | 214 | 134 | 202 | 165 | 110 | 49 | 9 | ... | ... |
| Lowell | 49 | 53 | 84 | 90 | 91 | 185 | 44 | 596 | 7 | 24 | 76 | 88 | 91 | 115 | 89 | 63 | 33 | 10 | ... | ... |
| Lyman | 36 | 48 | 52 | 103 | 93 | 46 | 26 | 404 | ... | 8 | 32 | 41 | 58 | 73 | 73 | 69 | 35 | 14 | 1 | ... |
| Martin | 72 | 93 | 132 | 218 | 156 | 161 | 27 | 859 | 1 | 16 | 98 | 120 | 169 | 138 | 127 | 115 | 51 | 23 | 1 | ... |
| Mather | 41 | 48 | 40 | 50 | 73 | 77 | ... | 329 | ... | 16 | 27 | 45 | 47 | 56 | 58 | 50 | 21 | 7 | 1 | ... |
| Minot | 39 | 60 | 77 | 104 | 153 | 152 | ... | 585 | ... | 17 | 52 | 94 | 124 | 119 | 100 | 51 | 22 | 5 | 1 | ... |
| Norcross | 59 | 60 | 174 | 174 | 175 | 273 | 164 | 1,079 | ... | 15 | 93 | 138 | 169 | 179 | 210 | 176 | 67 | 23 | 9 | ... |
| Phillips | 51 | 77 | 54 | 69 | 107 | 102 | 44 | 504 | 3 | 19 | 58 | 82 | 78 | 73 | 67 | 79 | 30 | 15 | ... | 2 |
| Prescott | 82 | 80 | 100 | 117 | 96 | 97 | ... | 572 | ... | 9 | 47 | 82 | 97 | 101 | 98 | 70 | 47 | 14 | 6 | 1 |
| Prince | 31 | 47 | 52 | 96 | 92 | 87 | 51 | 456 | 1 | 8 | 21 | 66 | 86 | 86 | 80 | 57 | 36 | 12 | 2 | 1 |
| Quincy | 41 | 50 | 89 | 113 | 83 | 94 | ... | 470 | ... | 4 | 40 | 61 | 69 | 76 | 102 | 72 | 32 | 12 | 1 | 1 |
| Rice | 38 | 57 | 56 | 65 | 57 | 58 | ... | 331 | 1 | 12 | 40 | 55 | 62 | 47 | 36 | 34 | 20 | 23 | 3 | ... |
| Robert G. Shaw . . . | 29 | 43 | 76 | 73 | 84 | 108 | ... | 413 | ... | 15 | 39 | 72 | 67 | 70 | 68 | 50 | 23 | 8 | ... | 1 |
| Roger Chap | 41 | 49 | 88 | 114 | 101 | 107 | 32 | 532 | ... | 14 | 43 | 71 | 96 | 84 | 97 | 84 | 31 | 8 | 4 | ... |
| Sherwin | 63 | 51 | 89 | 191 | 105 | 91 | ... | 590 | 1 | 18 | 52 | 97 | 99 | 100 | 79 | 80 | 40 | 11 | 4 | ... |
| Shurtleff | 44 | 72 | 68 | 102 | 109 | 122 | ... | 517 | 1 | 17 | 55 | 81 | 97 | 83 | 73 | 57 | 42 | 11 | ... | ... |
| Thomas N. Hart . . . | 29 | 38 | 46 | 63 | 58 | 72 | ... | 306 | ... | 22 | 36 | 35 | 42 | 47 | 38 | 32 | 15 | 3 | ... | ... |
| Tilston | 42 | 75 | 95 | 101 | 148 | 161 | 7 | 629 | 1 | 16 | 73 | 92 | 112 | 95 | 108 | 74 | 41 | 14 | 3 | ... |
| Warren | 84 | 140 | 178 | 148 | 153 | 155 | 32 | 890 | ... | 17 | 88 | 151 | 144 | 158 | 143 | 104 | 62 | 17 | 5 | 1 |
| Washington Alleton . | 51 | 58 | 62 | 115 | 172 | 110 | 110 | 678 | ... | 14 | 65 | 134 | 111 | 119 | 117 | 78 | 26 | 10 | 3 | 1 |
| Wells | 61 | 94 | 107 | 102 | 111 | 164 | 49 | 688 | ... | 10 | 59 | 114 | 118 | 115 | 108 | 95 | 41 | 15 | 10 | 3 |
| Winthrop | | | | | | | | | | | | | | | | | | | | |
| Totals | 3,230 | 4,241 | 5,420 | 6,527 | 6,923 | 7,277 | 2,068 | 35,886 | 77 | 914 | 3,342 | 5,363 | 5,941 | 6,256 | 5,846 | 4,613 | 2,400 | 886 | 189 | 29 |

DISTRIBUTION OF PUPILS IN RESPECT BOTH

| CLASSES. | | Under 1 years. | 4 years. | 5 years. | 6 years. | 7 years. | 8 years. | 9 years. |
|-------------------|------------------------|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Latin Schools. | All Classes. . . { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Totals | | . . | . . | . . | . . | . . | . . |
| High Schools. | Advanced Class { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Third-year Class { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Second-year Class { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | First-year Class { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Totals | | . . | . . | . . | . . | . . | . . |
| Grammar Schools. | First Class . . { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Second Class . { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Third Class . . { | Boys . . | . . | . . | . . | . . | . . | 4 |
| | | Girls . . | . . | . . | . . | . . | . . | 3 |
| | Fourth Class . { | Boys . . | . . | . . | . . | . . | 3 | 51 |
| | | Girls . . | . . | . . | . . | . . | . . | 62 |
| | Fifth Class . . { | Boys . . | . . | . . | . . | 2 | 30 | 351 |
| | | Girls . . | . . | . . | . . | . . | 29 | 383 |
| Primary Schools. | Sixth Class . . { | Boys . . | . . | . . | . . | 28 | 383 | 1,185 |
| | | Girls . . | . . | . . | . . | 11 | 389 | 1,052 |
| | Ungraded Class { | Boys . . | . . | . . | . . | 23 | 71 | 150 |
| | | Girls . . | . . | . . | . . | 13 | 39 | 101 |
| | Totals | | . . | . . | . . | 77 | 944 | 3,342 |
| Kindergarten. | First Class . . { | Boys . . | . . | . . | . . | 7 | 464 | 1,354 |
| | | Girls . . | . . | . . | . . | 6 | 425 | 1,285 |
| | Second Class . { | Boys . . | . . | . . | 16 | 686 | 1,742 | 564 |
| | | Girls . . | . . | . . | 7 | 613 | 1,550 | 454 |
| | Third Class . . { | Boys . . | . . | 31 | 1,900 | 2,645 | 1,315 | 139 |
| | | Girls . . | . . | 13 | 1,602 | 2,456 | 1,124 | 98 |
| | Totals | | . . | 44 | 3,525 | 6,413 | 6,620 | 5,899 |
| | Totals by Ages | | 312 | 1,738 | 4,723 | 6,561 | 6,692 | 6,843 |
| Kindergarten. | All Classes . . { | Boys . . | 137 | 868 | 568 | 62 | 1 | . . |
| | | Girls . . | 175 | 870 | 630 | 86 | 4 | . . |
| Kindergarten. | Totals | | 312 | 1,738 | 1,198 | 148 | 5 | . . |
| | Totals by Ages | | 312 | 1,782 | 4,723 | 6,561 | 6,692 | 6,843 |

TO AGE AND TO CLASSES, JANUARY 31, 1897.

| 10 years. | 11 years. | 12 years. | 13 years. | 14 years. | 15 years. | 16 years. | 17 years. | 18 years. | 19 years and over. | Totals. |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------------------------|---------|
| . | 14 | 40 | 76 | 129 | 139 | 122 | 92 | 58 | 15 | 685 |
| . | 8 | 20 | 26 | 56 | 61 | 64 | 39 | 23 | 18 | 315 |
| . | 22 | 60 | 102 | 185 | 200 | 186 | 131 | 81 | 33 | 1,000 |
| . | . | . | . | . | 1 | 3 | 21 | 21 | 20 | 66 |
| . | . | . | . | . | . | 3 | 41 | 58 | 71 | 173 |
| . | . | . | . | 1 | 12 | 69 | 110 | 59 | 33 | 284 |
| . | . | . | . | 1 | 13 | 91 | 147 | 118 | 43 | 413 |
| . | . | . | . | 25 | 94 | 157 | 109 | 34 | 11 | 430 |
| . | . | . | 2 | 16 | 99 | 187 | 132 | 55 | 15 | 506 |
| . | . | . | 32 | 149 | 294 | 229 | 87 | 21 | 4 | 816 |
| . | . | 1 | 18 | 149 | 295 | 274 | 125 | 19 | 5 | 886 |
| . | . | 1 | 52 | 341 | 808 | 1,013 | 772 | 385 | 202 | 3,574 |
| . | 2 | 50 | 242 | 495 | 489 | 200 | 38 | 2 | . | 1,518 |
| . | 2 | 48 | 243 | 555 | 503 | 273 | 72 | 16 | . | 1,712 |
| 2 | 54 | 265 | 624 | 650 | 326 | 114 | 29 | 3 | . | 2,067 |
| 4 | 50 | 303 | 589 | 650 | 392 | 153 | 30 | 3 | . | 2,174 |
| 57 | 308 | 779 | 858 | 602 | 213 | 49 | 10 | 2 | . | 2,882 |
| 57 | 295 | 718 | 745 | 486 | 183 | 43 | 7 | 1 | . | 2,538 |
| 397 | 876 | 936 | 732 | 346 | 85 | 14 | 1 | 1 | . | 3,442 |
| 433 | 873 | 946 | 589 | 290 | 77 | 15 | . | . | . | 3,285 |
| 945 | 992 | 659 | 338 | 159 | 31 | 4 | . | . | . | 3,511 |
| 938 | 933 | 618 | 345 | 126 | 32 | 7 | 1 | . | . | 3,412 |
| 1,126 | 642 | 322 | 149 | 69 | 10 | 2 | . | . | . | 3,916 |
| 970 | 520 | 258 | 117 | 33 | 9 | 2 | . | . | . | 3,361 |
| 246 | 229 | 199 | 149 | 104 | 32 | 4 | 1 | . | . | 1,208 |
| 188 | 165 | 155 | 126 | 48 | 18 | 6 | . | 1 | . | 860 |
| 5,363 | 5,941 | 6,256 | 5,846 | 4,613 | 2,400 | 886 | 189 | 29 | . | 35,886 |
| 515 | 157 | 30 | 7 | . | . | . | . | . | . | 3,718 |
| 462 | 128 | 35 | 14 | . | . | . | . | . | . | 3,385 |
| 128 | 40 | 8 | 6 | . | . | . | . | . | . | 4,460 |
| 171 | 37 | 9 | 5 | . | . | . | . | . | . | 4,029 |
| 37 | 9 | 1 | 1 | . | . | . | . | . | . | 6,495 |
| 34 | 14 | 5 | 4 | . | . | . | . | . | . | 5,740 |
| 1,347 | 385 | 88 | 37 | . | . | . | . | . | . | 27,827 |
| . | . | . | . | . | . | . | . | . | . | 1,635 |
| . | . | . | . | . | . | . | . | . | . | 1,766 |
| . | . | . | . | . | . | . | . | . | . | 3,401 |
| 6,710 | 6,348 | 6,405 | 6,037 | 5,139 | 3,408 | 2,085 | 1,092 | 495 | 235 | 71,688 |

PRIMARY SCHOOLS.

Semi-annual Returns, to January 31, 1897.

| DISTRICTS. | Teachers. | Average whole Number. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Between 5 and 8 Years. | Over 8 Years. | Whole No. at Date. |
|-----------------------|-----------|-----------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|------------------------|---------------|--------------------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | |
| Adams | 5 | 150 | 121 | 271 | 129 | 101 | 230 | 41 | 76 | 161 | 116 | 277 |
| Agassiz | 5 | 158 | 114 | 272 | 141 | 100 | 241 | 31 | 89 | 148 | 139 | 287 |
| Bennett | 7 | 213 | 210 | 423 | 195 | 186 | 381 | 42 | 90 | 255 | 181 | 436 |
| Bigelow | 11 | 305 | 223 | 528 | 267 | 188 | 455 | 73 | 86 | 299 | 234 | 533 |
| Bowditch | 10 | 265 | 261 | 526 | 236 | 228 | 464 | 62 | 88 | 333 | 213 | 546 |
| Bowdoin | 9 | 191 | 206 | 397 | 159 | 159 | 318 | 79 | 80 | 254 | 166 | 420 |
| Brimmer | 7 | 195 | 156 | 351 | 168 | 133 | 301 | 50 | 86 | 212 | 144 | 356 |
| Bunker Hill | 10 | 208 | 182 | 390 | 183 | 159 | 342 | 48 | 88 | 221 | 178 | 399 |
| Chapman | 8 | 210 | 211 | 421 | 189 | 181 | 361 | 60 | 86 | 267 | 163 | 430 |
| Charles Sumner . . . | 13 | 379 | 332 | 711 | 332 | 290 | 622 | 89 | 87 | 457 | 232 | 689 |
| Christopher Gibson . | 8 | 214 | 208 | 422 | 189 | 180 | 369 | 53 | 87 | 267 | 176 | 443 |
| Comins | 6 | 150 | 138 | 288 | 138 | 114 | 252 | 36 | 87 | 169 | 119 | 288 |
| Dearborn | 16 | 501 | 407 | 908 | 434 | 344 | 778 | 130 | 86 | 506 | 424 | 930 |
| Dillaway | 10 | 294 | 254 | 548 | 255 | 220 | 475 | 73 | 87 | 342 | 208 | 550 |
| Dudley | 13 | 291 | 290 | 581 | 248 | 237 | 485 | 96 | 83 | 302 | 279 | 581 |
| Dwight | 10 | 248 | 259 | 507 | 218 | 225 | 443 | 64 | 87 | 298 | 221 | 519 |
| Edward Everett . . . | 5 | 134 | 118 | 252 | 119 | 100 | 219 | 33 | 87 | 173 | 142 | 315 |
| Eliot | 10 | 364 | 194 | 558 | 323 | 171 | 494 | 64 | 89 | 357 | 200 | 557 |
| Emerson | 13 | 352 | 304 | 656 | 311 | 268 | 579 | 77 | 88 | 400 | 275 | 675 |
| Everett | 9 | 251 | 264 | 515 | 206 | 214 | 420 | 95 | 82 | 293 | 246 | 539 |
| Franklin | 12 | 338 | 333 | 671 | 292 | 279 | 571 | 100 | 85 | 417 | 247 | 664 |
| Frothingham | 10 | 275 | 219 | 494 | 245 | 188 | 433 | 61 | 88 | 320 | 190 | 510 |
| Gaston | 7 | 185 | 179 | 364 | 163 | 158 | 321 | 43 | 88 | 240 | 125 | 365 |
| George Putnam . . . | 7 | 216 | 171 | 387 | 189 | 147 | 336 | 51 | 87 | 253 | 159 | 392 |
| Gilbert Stuart . . . | 5 | 135 | 100 | 244 | 122 | 98 | 220 | 24 | 90 | 147 | 80 | 227 |
| Hancock | 22 | 573 | 646 | 1,219 | 509 | 560 | 1,069 | 150 | 88 | 748 | 467 | 1,215 |
| Harris | 6 | 173 | 174 | 347 | 154 | 150 | 304 | 43 | 88 | 207 | 150 | 357 |
| Harvard | 12 | 312 | 294 | 606 | 280 | 254 | 534 | 72 | 88 | 347 | 254 | 601 |
| Henry L. Pierce . . . | 8 | 210 | 213 | 423 | 185 | 184 | 369 | 54 | 87 | 264 | 133 | 397 |

PRIMARY SCHOOLS. — *Concluded.*

| DISTRICTS. | Teachers. | Average whole Number. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Between 5 and 8 Years. | Over 8 Years. | Whole No. at Date. |
|-------------------------------|-----------|-----------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|------------------------|---------------|--------------------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | |
| Hugh O'Brien . | 14 | 468 | 322 | 790 | 420 | 282 | 702 | 88 | 88 | 444 | 370 | 814 |
| Hyde | 8 | 195 | 221 | 416 | 174 | 195 | 369 | 47 | 89 | 249 | 170 | 419 |
| John A. Andrew, | 11 | 274 | 261 | 535 | 242 | 223 | 465 | 70 | 87 | 343 | 187 | 530 |
| Lawrence . . . | 16 | 518 | 173 | 691 | 457 | 152 | 609 | 82 | 88 | 410 | 284 | 694 |
| Lewis | 11 | 281 | 328 | 609 | 246 | 285 | 531 | 78 | 87 | 376 | 243 | 619 |
| Lincoln | 12 | 388 | 314 | 702 | 341 | 273 | 614 | 88 | 87 | 429 | 279 | 708 |
| Lowell | 15 | 427 | 414 | 841 | 369 | 350 | 719 | 122 | 86 | 540 | 318 | 858 |
| Lyman | 9 | 226 | 206 | 432 | 206 | 187 | 393 | 39 | 91 | 285 | 133 | 418 |
| Martin | 5 | 144 | 123 | 267 | 130 | 106 | 236 | 31 | 88 | 154 | 110 | 264 |
| Mather | 12 | 372 | 335 | 707 | 317 | 278 | 595 | 112 | 84 | 433 | 301 | 734 |
| Minot | 4 | 118 | 104 | 222 | 106 | 91 | 197 | 25 | 89 | 122 | 88 | 210 |
| Norcross | 11 | 112 | 320 | 432 | 97 | 280 | 377 | 55 | 87 | 220 | 231 | 451 |
| Phillips | 5 | 158 | 135 | 293 | 139 | 115 | 254 | 39 | 87 | 175 | 123 | 298 |
| Prescott | 7 | 184 | 177 | 361 | 159 | 154 | 313 | 48 | 87 | 244 | 144 | 388 |
| Prince | 7 | 178 | 190 | 368 | 150 | 156 | 306 | 62 | 83 | 213 | 176 | 389 |
| Quincy | 11 | 342 | 228 | 570 | 293 | 188 | 481 | 89 | 84 | 326 | 277 | 603 |
| Rice | 7 | 133 | 129 | 262 | 120 | 113 | 233 | 29 | 89 | 128 | 137 | 265 |
| Robt. G. Shaw . | 5 | 101 | 103 | 204 | 91 | 89 | 180 | 24 | 88 | 123 | 88 | 211 |
| Roger Clap . . . | 7 | 239 | 227 | 466 | 215 | 200 | 415 | 51 | 89 | 277 | 143 | 420 |
| Sherwin | 9 | 247 | 246 | 493 | 218 | 213 | 431 | 62 | 87 | 297 | 222 | 519 |
| Shurtleff | 5 | 151 | 128 | 279 | 130 | 106 | 236 | 43 | 84 | 167 | 104 | 271 |
| Thomas N. Hart, | 8 | 282 | 179 | 461 | 256 | 157 | 413 | 48 | 90 | 323 | 146 | 46 |
| Tileston | 4 | 98 | 94 | 192 | 86 | 82 | 168 | 24 | 88 | 120 | 80 | 200 |
| Warren | 7 | 159 | 149 | 308 | 141 | 128 | 269 | 39 | 87 | 195 | 121 | 316 |
| Washington Allston | 13 | 330 | 304 | 634 | 295 | 269 | 564 | 70 | 89 | 385 | 265 | 650 |
| Wells | 23 | 678 | 653 | 1,331 | 567 | 540 | 1,107 | 224 | 85 | 805 | 538 | 1,343 |
| Winthrop | 5 | 144 | 145 | 289 | 129 | 121 | 250 | 39 | 87 | 182 | 86 | 268 |
| Totals | 525 | 14,437 | 12,998 | 27,435 | 12,664 | 11,149 | 23,813 | 3,622 | 87 | 16,602 | 11,225 | 27,827 |

PRIMARY SCHOOLS.

*Number of Pupils in each Class, whole Number, and Ages,
Jan. 31, 1897.*

| DISTRICTS. | First Class. | Second Class. | Third Class. | Whole Number. | Five years and under. | Six years. | Seven years. | Eight years. | Nine years. | Ten years. | Eleven years. | Twelve years. | Thirteen years and over. |
|------------------|--------------|---------------|--------------|---------------|-----------------------|------------|--------------|--------------|-------------|------------|---------------|---------------|--------------------------|
| Adams | 79 | 50 | 148 | 277 | 33 | 56 | 72 | 62 | 38 | 15 | 1 | .. | .. |
| Agassiz | 103 | 74 | 110 | 287 | 46 | 43 | 59 | 69 | 35 | 27 | 3 | 3 | 2 |
| Bennett | 117 | 118 | 201 | 436 | 53 | 109 | 93 | 89 | 54 | 25 | 9 | 3 | 1 |
| Bigelow | 140 | 193 | 200 | 533 | 58 | 114 | 127 | 121 | 64 | 32 | 9 | 5 | 3 |
| Bowditch . . . | 149 | 192 | 205 | 546 | 60 | 135 | 138 | 109 | 79 | 17 | 7 | 1 | .. |
| Bowdoin . . . | 99 | 144 | 177 | 420 | 40 | 112 | 102 | 82 | 55 | 21 | 7 | 1 | .. |
| Brimmer . . . | 94 | 94 | 168 | 356 | 47 | 94 | 71 | 78 | 38 | 22 | 4 | 2 | .. |
| Bunker Hill . . | 120 | 118 | 161 | 399 | 53 | 79 | 89 | 94 | 53 | 27 | 3 | 1 | .. |
| Chapman . . . | 121 | 110 | 199 | 430 | 62 | 98 | 107 | 91 | 55 | 12 | 4 | 1 | .. |
| Chas. Sumner . | 196 | 230 | 263 | 689 | 121 | 162 | 174 | 134 | 73 | 18 | 6 | .. | 1 |
| Christ'r Gibson, | 85 | 155 | 203 | 443 | 47 | 108 | 112 | 105 | 54 | 15 | 1 | .. | 1 |
| Comins | 75 | 84 | 129 | 288 | 32 | 63 | 74 | 57 | 33 | 14 | 11 | 3 | 1 |
| Dearborn . . . | 230 | 210 | 490 | 930 | 92 | 198 | 216 | 190 | 117 | 72 | 28 | 9 | 8 |
| Dillaway . . . | 127 | 197 | 226 | 550 | 75 | 134 | 133 | 129 | 54 | 23 | 1 | 1 | .. |
| Dudley | 170 | 190 | 221 | 581 | 55 | 124 | 123 | 129 | 99 | 36 | 11 | 4 | .. |
| Dwight | 148 | 150 | 221 | 519 | 45 | 121 | 132 | 117 | 72 | 26 | 6 | .. | .. |
| Edward Everett, | 91 | 124 | 100 | 315 | 28 | 61 | 84 | 67 | 47 | 16 | 10 | 1 | 1 |
| Eliot | 101 | 168 | 288 | 557 | 94 | 141 | 122 | 116 | 56 | 24 | 4 | .. | .. |
| Emerson . . . | 153 | 210 | 312 | 675 | 91 | 134 | 175 | 145 | 89 | 33 | 7 | 1 | .. |
| Everett | 151 | 155 | 233 | 539 | 53 | 117 | 123 | 118 | 75 | 36 | 15 | 2 | .. |
| Franklin . . . | 162 | 167 | 335 | 664 | 105 | 150 | 162 | 122 | 93 | 25 | 5 | 2 | .. |
| Frothingham . | 105 | 199 | 206 | 510 | 77 | 114 | 129 | 107 | 62 | 17 | 3 | 1 | .. |
| Gaston | 94 | 106 | 165 | 365 | 66 | 80 | 94 | 80 | 32 | 10 | 3 | .. | .. |
| Geo. Putnam . | 115 | 85 | 192 | 392 | 59 | 81 | 93 | 83 | 47 | 21 | 6 | 1 | 1 |
| Gilbert Stuart . | 58 | 75 | 94 | 227 | 27 | 57 | 63 | 47 | 27 | 6 | .. | .. | .. |
| Hancock . . . | 220 | 305 | 690 | 1,215 | 168 | 275 | 305 | 221 | 147 | 79 | 18 | 2 | .. |
| Harris | 93 | 103 | 161 | 357 | 41 | 82 | 84 | 71 | 55 | 19 | 3 | .. | 2 |
| Harvard . . . | 152 | 201 | 248 | 601 | 60 | 134 | 153 | 130 | 71 | 42 | 9 | 2 | .. |
| Henry L. Pierce, | 98 | 117 | 182 | 397 | 61 | 96 | 107 | 76 | 42 | 13 | 1 | .. | 1 |

PRIMARY SCHOOLS. — *Concluded.*

| DISTRICTS. | First Class. | Second Class. | Third Class. | Whole Number. | Five years and under. | Six years. | Seven years. | Eight years. | Nine years. | Ten years. | Eleven years. | Twelve years. | Thirteen years and over. |
|---------------------------|--------------|---------------|--------------|---------------|-----------------------|------------|--------------|--------------|-------------|------------|---------------|---------------|--------------------------|
| Hugh O'Brien, | 235 | 243 | 336 | 814 | 80 | 186 | 178 | 189 | 111 | 48 | 19 | 3 | .. |
| Hyde | 127 | 111 | 181 | 419 | 51 | 94 | 104 | 87 | 53 | 21 | 5 | 2 | . |
| J. A. Andrew, | 144 | 190 | 196 | 530 | 65 | 155 | 123 | 111 | 45 | 21 | 6 | 4 | .. |
| Lawrence . . | 159 | 196 | 339 | 694 | 108 | 140 | 162 | 139 | 99 | 28 | 13 | 3 | 2 |
| Lewis | 178 | 178 | 263 | 619 | 67 | 171 | 138 | 132 | 77 | 23 | 10 | 1 | .. |
| Lincoln . . . | 207 | 214 | 287 | 708 | 102 | 180 | 147 | 140 | 90 | 28 | 16 | 4 | 1 |
| Lowell | 246 | 266 | 346 | 858 | 115 | 214 | 211 | 184 | 93 | 36 | 5 | .. | .. |
| Lyman | 105 | 125 | 188 | 418 | 71 | 111 | 103 | 76 | 41 | 15 | 1 | .. | .. |
| Martin | 49 | 104 | 111 | 264 | 44 | 51 | 59 | 65 | 31 | 10 | 3 | 1 | .. |
| Mather | 236 | 193 | 305 | 734 | 104 | 161 | 168 | 176 | 82 | 33 | 7 | 2 | 1 |
| Minot | 47 | 73 | 99 | 210 | 18 | 47 | 57 | 55 | 22 | 7 | 3 | 1 | .. |
| Norcross . . . | 127 | 168 | 156 | 451 | 44 | 94 | 82 | 107 | 70 | 38 | 12 | 3 | 1 |
| Phillips . . . | 59 | 112 | 127 | 298 | 27 | 83 | 65 | 62 | 31 | 24 | 5 | 1 | .. |
| Prescott . . . | 96 | 134 | 158 | 388 | 84 | 88 | 72 | 88 | 53 | 1 | .. | .. | 2 |
| Prince | 96 | 114 | 179 | 389 | 43 | 73 | 97 | 89 | 62 | 23 | 2 | .. | .. |
| Quincy | 129 | 263 | 211 | 603 | 64 | 132 | 130 | 114 | 99 | 46 | 16 | 2 | .. |
| Rice | 90 | 85 | 90 | 265 | 17 | 51 | 60 | 78 | 37 | 17 | 5 | .. | .. |
| Robt. G. Shaw, | 62 | 60 | 89 | 211 | 18 | 55 | 50 | 50 | 25 | 7 | 3 | 2 | 1 |
| Roger Clap . . | 97 | 107 | 216 | 420 | 58 | 113 | 106 | 70 | 45 | 17 | 9 | 2 | .. |
| Sherwin . . . | 141 | 141 | 237 | 519 | 70 | 116 | 111 | 102 | 78 | 32 | 8 | 2 | .. |
| Shurtleff . . . | 50 | 139 | 82 | 271 | 40 | 55 | 72 | 54 | 33 | 7 | 5 | 3 | 2 |
| Thos. N. Hart, | 148 | 152 | 169 | 469 | 55 | 123 | 145 | 98 | 42 | 2 | 4 | .. | .. |
| Tileston . . . | 45 | 62 | 93 | 200 | 23 | 46 | 51 | 51 | 19 | 9 | 1 | .. | .. |
| Warren . . . | 100 | 88 | 128 | 316 | 34 | 69 | 92 | 76 | 31 | 8 | 5 | .. | 1 |
| Washington Allston . . | 145 | 189 | 316 | 650 | 88 | 132 | 165 | 133 | 93 | 26 | 9 | .. | 4 |
| Wells | 293 | 355 | 695 | 1,343 | 191 | 325 | 289 | 284 | 166 | 70 | 14 | 4 | .. |
| Winthrop . . | 46 | 103 | 119 | 268 | 39 | 76 | 67 | 50 | 23 | 7 | 4 | 2 | .. |
| Totals . . | 7,103 | 8,489 | 12,235 | 27,827 | 3,569 | 6,413 | 6,620 | 5,889 | 3,469 | 1,347 | 385 | 88 | 37 |

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, January 31, 1897.

| SCHOOLS. | No. of Teachers. | Average No. of Pupils. | No. of Pupils to a Teacher. | SCHOOLS. | No. of Teachers. | Average No. of Pupils. | No. of Pupils to a Teacher. |
|-------------------|------------------|------------------------|-----------------------------|-------------------|------------------|------------------------|-----------------------------|
| Adams | 9 | 419 | 47 | Hugh O'Brien | 16 | 875 | 55 |
| Agassiz | 12 | 603 | 50 | Hyde | 12 | 575 | 48 |
| Bennett | 11 | 557 | 51 | J. A. Andrew, | 15 | 745 | 50 |
| Bigelow | 15 | 715 | 48 | Lawrence . . . | 15 | 750 | 50 |
| Bowditch | 11 | 568 | 52 | Lewis | 15 | 846 | *56 |
| Bowdoin | 10 | 456 | 46 | Lincoln | 12 | 607 | 51 |
| Brimmer | 11 | 556 | 51 | Lowell | 19 | 1,066 | 56 |
| Bunker Hill.. | 11 | 530 | 48 | Lyman | 11 | 613 | 56 |
| Chapman | 13 | 644 | 50 | Martin | 9 | 404 | 45 |
| Chas. Sumner | 19 | 938 | 49 | Mather | 17 | 865 | 57 |
| Ch'st'r Gibson | 12 | 623 | 52 | Minot | 7 | 333 | 48 |
| Comins | 11 | 614 | 56 | Norcross | 13 | 567 | 44 |
| Dearborn | 15 | 792 | *53 | Phillips | 18 | 1,076 | 60 |
| Dillaway | 14 | 770 | 55 | Prescott. . . . | 9 | 477 | *53 |
| Dudley | 14 | 715 | 51 | Prince | 11 | 546 | 50 |
| Dwight. | 13 | 640 | 49 | Quincy | 10 | 461 | 46 |
| Edw. Everett, | 12 | 437 | 36 | Rice | 10 | 479 | 48 |
| Eliot | 26 | 1,159 | 45 | Robt. G. Shaw | 7 | 332 | 47 |
| Emerson | 18 | 924 | 51 | Roger Clap . . | 7 | 404 | 58 |
| Everett | 13 | 707 | 54 | Sherwin | 10 | 528 | 53 |
| Franklin | 14 | 682 | 49 | Shurtleff | 13 | 597 | 46 |
| Frothingham | 12 | 630 | 52 | Thos. N. Hart | 10 | 506 | 51 |
| Gaston | 15 | 812 | 54 | Tileston | 6 | 304 | 51 |
| Geo. Putnam, | 9 | 464 | 52 | Warren | 13 | 624 | 48 |
| Gilbert Stuart | 7 | 413 | †59 | Washington | | | |
| Hancock | 17 | 862 | 51 | Allston, | 20 | 886 | 44 |
| Harris | 9 | 462 | 51 | Wells | 12 | 671 | 56 |
| Harvard | 13 | 625 | 48 | Winthrop . . . | 14 | 698 | 50 |
| H. L. Pierce, | 14 | 754 | 54 | Totals | 711 | 35,906 | 51 |

* One temporary teacher also employed.

† One temporary teacher and one special teacher also employed.

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, January 31, 1897.

| DISTRICTS. | No. of Teachers. | Av. whole No. of Pupils. | No. of Pupils to a Teacher. | DISTRICTS. | No. of Teachers. | Av. whole No. of Pupils. | No. of Pupils to a Teacher. |
|------------------|------------------|--------------------------|-----------------------------|-----------------|------------------|--------------------------|-----------------------------|
| Adams | 5 | 271 | *54 | Hugh O'Brien .. | 14 | 790 | 56 |
| Agassiz | 5 | 272 | 54 | Hyde | 8 | 416 | 52 |
| Bennett | 7 | 423 | *60 | J. A. Andrew... | 11 | 535 | 49 |
| Bigelow | 11 | 528 | 48 | Lawrence | 16 | 691 | 43 |
| Bowditch | 10 | 526 | 52 | Lewis | 11 | 609 | 55 |
| Bowdoin | 9 | 397 | 44 | Lincoln | 12 | 702 | 58 |
| Brimmer | 7 | 351 | 50 | Lowell | 15 | 841 | †56 |
| Bunker Hill... | 10 | 390 | 39 | Lyman | 9 | 432 | 48 |
| Chapman | 8 | 421 | 53 | Martin ... | 5 | 267 | 53 |
| Charles Sumner, | 13 | 711 | 55 | Mather | 12 | 707 | †59 |
| Christo'r Gibson | 8 | 422 | 53 | Minot | 4 | 222 | *55 |
| Comins | 6 | 288 | 48 | Norcross..... | 11 | 432 | 39 |
| Dearborn | 16 | 908 | †57 | Phillips | 5 | 293 | *59 |
| Dillaway | 10 | 548 | 55 | Prescott | 7 | 361 | 52 |
| Dudley..... | 13 | 581 | 45 | Prince..... | 7 | 368 | 55 |
| Dwight | 10 | 507 | 51 | Quincy | 11 | 570 | 52 |
| Edward Everett, | 5 | 252 | 50 | Rice.. | 7 | 262 | 37 |
| Eliot | 10 | 558 | *56 | Robert G. Shaw, | 5 | 204 | 41 |
| Emerson..... | 13 | 656 | 50 | Roger Clap ... | 7 | 466 | 67 |
| Everett | 9 | 515 | 57 | Sherwin | 9 | 493 | *55 |
| Franklin..... | 12 | 671 | *56 | Shurtleff..... | 5 | 279 | 56 |
| Frothingham... | 10 | 494 | 49 | Thos. N. Hart.. | 8 | 461 | *58 |
| Gaston | 7 | 364 | 52 | Tileston | 4 | 192 | 48 |
| George Putnam, | 7 | 387 | 55 | Warren..... | 7 | 308 | 44 |
| Gilbert Stuart.. | 5 | 244 | 49 | Washington | | | |
| Hancock..... | 22 | 1,219 | 55 | Allston | 13 | 634 | 49 |
| Harris | 6 | 347 | *58 | Wells | 23 | 1,331 | 58 |
| Harvard | 12 | 606 | 50 | Winthrop | 5 | 289 | *58 |
| Henry L. Pierce, | 8 | 423 | 53 | Totals | 525 | 27,435 | 52 |

* One temporary teacher or special assistant also employed.

† Two temporary teachers or two special assistants also employed.

‡ One temporary teacher and one special assistant also employed.

PRIMARY SCHOOLS.

Number of Pupils promoted to Grammar Schools for the five months ending Jan. 31, 1897.

| DISTRICTS. | Boys. | Girls. | Total. | DISTRICTS. | Boys. | Girls. | Total. |
|------------------|-------|--------|--------|-----------------|-------|--------|--------|
| Adams | 39 | 37 | 76 | Hugh O'Brien.. | 83 | 57 | 140 |
| Agassiz | 37 | 26 | 63 | Hyde | 57 | 51 | 108 |
| Bennett | 35 | 33 | 68 | J. A. Andrew, | 93 | 59 | 152 |
| Bigelow | 41 | 51 | 92 | Lawrence | 105 | 20 | 125 |
| Bowditch | 72 | 77 | 149 | Lewis | 83 | 66 | 149 |
| Bowdoin | 44 | 38 | 82 | Lincoln | 95 | 37 | 132 |
| Brimmer | 31 | 21 | 52 | Lowell | 134 | 118 | 252 |
| Bunker Hill.... | 57 | 50 | 107 | Lyman | 81 | 50 | 131 |
| Chapman | 57 | 55 | 112 | Martin | 23 | 36 | 59 |
| Chas. Sumner .. | 102 | 96 | 198 | Mather | 86 | 84 | 170 |
| Christo'r Gibson | 53 | 66 | 119 | Minot | 29 | 38 | 67 |
| Comins | 38 | 27 | 65 | Norcross | 24 | 64 | 88 |
| Dearborn | 107 | 89 | 196 | Phillips | 21 | 19 | 40 |
| Dillaway | 99 | 70 | 169 | Prescott | 40 | 41 | 81 |
| Dudley | 71 | 64 | 135 | Prince | 39 | 51 | 90 |
| Dwight | 65 | 76 | 141 | Quincy | 47 | 19 | 66 |
| Edward Everett.. | 44 | 50 | 94 | Rice | 43 | 47 | 90 |
| Eliot | 62 | 25 | 87 | Robt. G. Shaw, | 25 | 31 | 56 |
| Emerson | 96 | 95 | 191 | Roger Clap.... | 28 | 27 | 55 |
| Everett | 57 | 71 | 128 | Sherwin | 48 | 52 | 100 |
| Franklin | 55 | 76 | 131 | Shurtleff | 20 | 23 | 43 |
| Frothingham .. | 54 | 52 | 106 | Thos. N. Hart, | 74 | 63 | 137 |
| Gaston | 51 | 45 | 96 | Tileston | 40 | 31 | 71 |
| George Putnam, | 44 | 59 | 103 | Warren | 51 | 39 | 90 |
| Gilbert Stuart.. | 48 | 34 | 82 | Washington | | | |
| Hancock | 108 | 104 | 212 | Allston | 74 | 80 | 154 |
| Harris | 47 | 38 | 85 | Wells | 150 | 137 | 287 |
| Harvard | 68 | 79 | 147 | Winthrop | .. | 27 | 27 |
| Henry L. Pierce, | 62 | 49 | 111 | Totals | 3,337 | 3,020 | 6,357 |

GRAMMAR SCHOOLS.

Number of Diploma Scholars, June, 1896. Number of these admitted to High and Latin Schools, September, 1896.

| SCHOOLS. | DIPLOMAS. | | | Admitted to High and Latin Schools. | SCHOOLS. | DIPLOMAS. | | | Admitted to High and Latin Schools. |
|------------------|-----------|--------|--------|-------------------------------------|-----------------------------|-----------|--------|--------|-------------------------------------|
| | Boys. | Girls. | Total. | | | Boys. | Girls. | Total. | |
| Adams | 19 | 19 | 38 | 28 | Hugh O'Brien. | 48 | 36 | 84 | 61 |
| Agassiz | 51 | .... | 51 | 36 | Hyde ..... | .... | 52 | 52 | 24 |
| Bennett | 18 | 28 | 46 | 33 | J. A. Andrew.. | 25 | 27 | 52 | 29 |
| Bigelow | 59 | .... | 59 | 40 | Lawrence..... | 79 | .... | 79 | 36 |
| Bowditch ..... | .... | 42 | 42 | 35 | Lewis | 39 | 41 | 80 | 74 |
| Bowdoin ..... | .... | 31 | 31 | 18 | Lincoln..... | 37 | .... | 37 | 17 |
| Brimmer | 35 | .... | 35 | 18 | Lowell | 36 | 50 | 86 | 52 |
| Bunker Hill ... | 17 | 28 | 45 | 29 | Lyman | 25 | 21 | 46 | 26 |
| Chapman | 49 | 49 | 98 | 56 | Martin | 13 | 20 | 33 | 14 |
| Chas. Sumner.. | 25 | 30 | 55 | 35 | Mather | 41 | 33 | 74 | 45 |
| Christo'r Gibson | 33 | 27 | 60 | 55 | Minot | 14 | 19 | 33 | 24 |
| Comins | 17 | 29 | 46 | 17 | Norcross | 40 | 40 | 40 | 19 |
| Dearborn | 23 | 19 | 42 | 23 | Phillips..... | 40 | .... | 40 | 30 |
| Dillaway ..... | .... | 57 | 57 | 36 | Prescott..... | 22 | 17 | 39 | 22 |
| Dudley | 40 | .... | 40 | 22 | Prince | 16 | 59 | 75 | 62 |
| Dwight | 93 | .... | 93 | 62 | Quincy | 36 | .... | 36 | 21 |
| Edward Everett | 40 | 42 | 82 | 70 | Rice | 37 | .... | 37 | 24 |
| Eliot | 46 | .... | 46 | 38 | Robt. G. Shaw. | 20 | 14 | 34 | 26 |
| Emerson | 37 | 35 | 72 | 44 | Sherwin | 37 | .... | 37 | 21 |
| Everett ..... | .... | 75 | 75 | 55 | Shurtleff ..... | .... | 67 | 67 | 29 |
| Franklin | 40 | 40 | 40 | 28 | Thos. N. Hart. | 47 | .... | 47 | 34 |
| Frothingham .. | 21 | 33 | 54 | 36 | Tileston | 8 | 14 | 22 | 16 |
| Gaston ..... | .... | 52 | 52 | 33 | Warren | 17 | 27 | 44 | 34 |
| George Putnam | 13 | 25 | 38 | 29 | Washington Allston | 31 | 51 | 82 | 82 |
| Gilbert Stuart.. | 12 | 22 | 34 | 21 | Wells ..... | .... | 36 | 36 | 18 |
| Hancock ..... | .... | 34 | 34 | 14 | Winthrop ..... | .... | 63 | 63 | 34 |
| Harris | 19 | 24 | 43 | 35 | | | | | |
| Harvard..... | 20 | 27 | 47 | 31 | | | | | |
| Henry L. Pierce | 35 | 46 | 81 | 62 | Totals..... | 1390 | 1501 | 2891 | 1,913 |

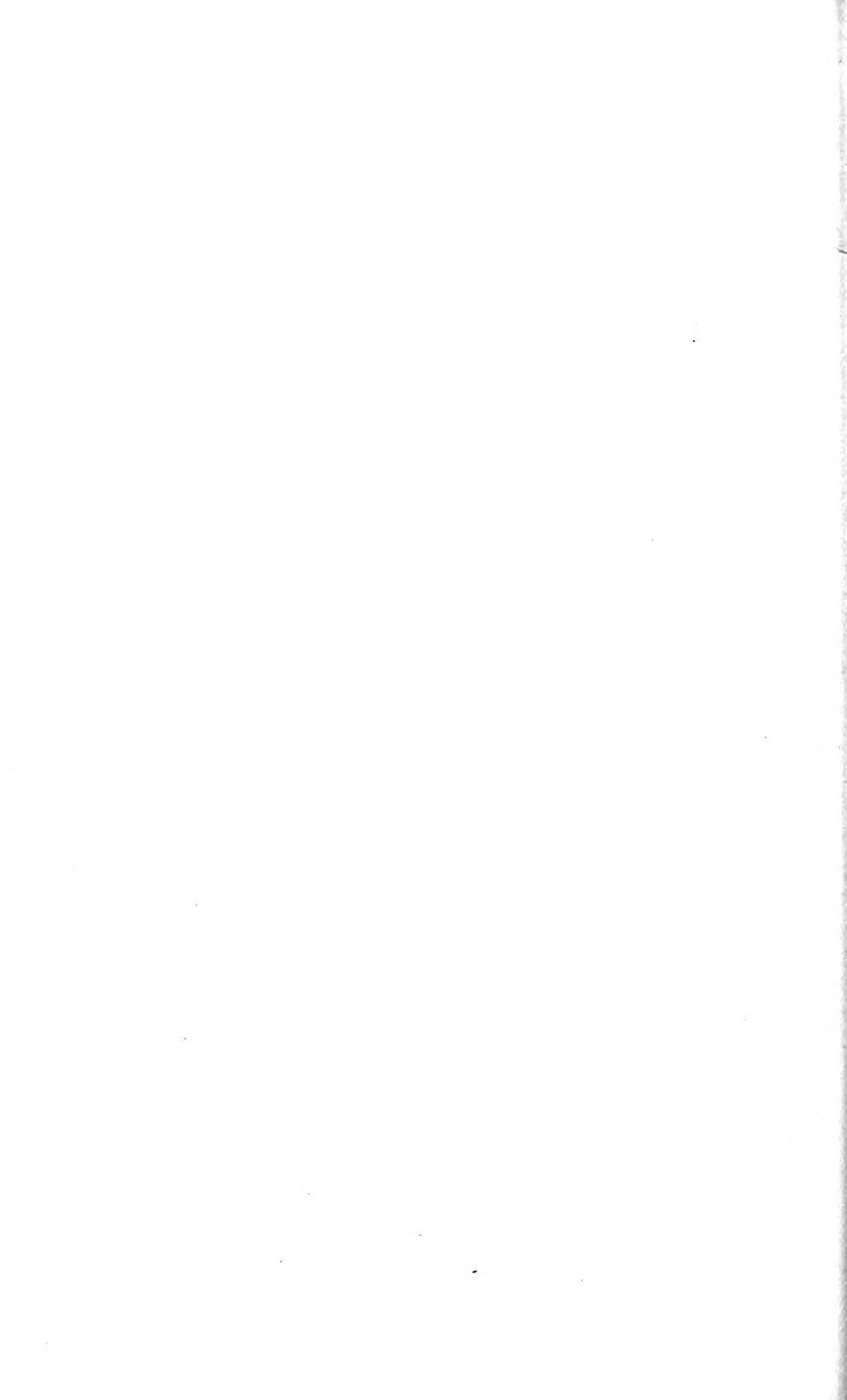
KINDERGARTENS.

Semi-annual Returns to Jan. 31, 1897.

| DISTRICTS. | Teachers. | Average Number belonging. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Age under 5 Years. | Age 5 Years and over. | Whole No. at Date. |
|--------------------|-----------|---------------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|--------------------|-----------------------|--------------------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | |
| Adams | 2 | 37 | 35 | 72 | 26 | 25 | 51 | 21 | 71 | 50 | 22 | 72 |
| Agassiz | 2 | 11 | 30 | 41 | 8 | 22 | 30 | 11 | 73 | 20 | 19 | 39 |
| Bennett | 2 | 21 | 27 | 48 | 14 | 18 | 32 | 16 | 68 | 14 | 38 | 52 |
| Bowditch . . . | 4 | 63 | 53 | 116 | 47 | 38 | 85 | 31 | 73 | 53 | 66 | 119 |
| Bowdoin | 2 | 31 | 35 | 66 | 18 | 22 | 40 | 26 | 61 | 56 | 17 | 73 |
| Brimmer | 2 | 19 | 29 | 48 | 14 | 21 | 35 | 13 | 73 | 33 | 22 | 55 |
| Bunker Hill . . | 2 | 21 | 31 | 52 | 9 | 19 | 28 | 24 | 54 | 44 | 15 | 59 |
| Chapman | 3 | 43 | 42 | 85 | 32 | 31 | 63 | 22 | 74 | 57 | 27 | 84 |
| Chas. Sumner . . | 4 | 51 | 74 | 125 | 39 | 55 | 94 | 31 | 75 | 72 | 57 | 129 |
| Christ'r Gibson . | 3 | 45 | 37 | 82 | 34 | 29 | 63 | 19 | 77 | 46 | 40 | 86 |
| Comins | 4 | 42 | 54 | 96 | 32 | 40 | 72 | 24 | 75 | 37 | 66 | 103 |
| Dearborn | 2 | 35 | 24 | 59 | 26 | 16 | 42 | 17 | 71 | 37 | 23 | 60 |
| Dillaway | 4 | 66 | 52 | 118 | 47 | 34 | 81 | 37 | 68 | 56 | 56 | 112 |
| Dudley | 2 | 17 | 22 | 39 | 10 | 16 | 26 | 13 | 67 | 30 | 14 | 44 |
| Dwight | 4 | 43 | 68 | 111 | 33 | 52 | 85 | 26 | 77 | 70 | 42 | 112 |
| Eliot | 4 | 70 | 61 | 131 | 57 | 52 | 109 | 22 | 83 | 82 | 39 | 121 |
| Emerson | 2 | 28 | 32 | 60 | 20 | 21 | 41 | 19 | 68 | 37 | 21 | 58 |
| Everett | 2 | 24 | 28 | 52 | 15 | 18 | 33 | 19 | 62 | 21 | 29 | 50 |
| Franklin | 2 | 16 | 16 | 32 | 11 | 11 | 22 | 10 | 69 | 25 | 13 | 38 |
| Frothingham . . | 2 | 30 | 20 | 50 | 23 | 16 | 39 | 11 | 78 | 26 | 6 | 32 |
| Geo. Putnam . . | 2 | 23 | 31 | 54 | 18 | 23 | 41 | 13 | 76 | 47 | 14 | 61 |
| Gilbert Stuart . . | 2 | 27 | 24 | 51 | 21 | 18 | 39 | 12 | 76 | 34 | 12 | 46 |
| Hancock | 6 | 66 | 112 | 178 | 51 | 87 | 138 | 40 | 78 | 120 | 61 | 181 |
| Harvard | 1 | 22 | 23 | 45 | 15 | 17 | 32 | 13 | 71 | 34 | 13 | 47 |
| H. L. Pierce . . | 2 | 22 | 22 | 44 | 17 | 17 | 34 | 10 | 77 | 21 | 22 | 43 |
| Hugh O'Brien . . | 2 | 26 | 31 | 57 | 22 | 25 | 47 | 10 | 84 | 39 | 19 | 58 |
| Hyde | 2 | 23 | 41 | 64 | 16 | 32 | 48 | 16 | 75 | 19 | 48 | 67 |
| J. A. Andrew . . | 2 | 26 | 30 | 56 | 20 | 20 | 40 | 16 | 71 | 26 | 36 | 62 |
| Lawrence | 4 | 53 | 48 | 101 | 38 | 35 | 73 | 28 | 72 | 75 | 25 | 100 |
| Lewis | 3 | 23 | 37 | 60 | 18 | 30 | 48 | 12 | 80 | 30 | 28 | 58 |
| Lincoln | 2 | 39 | 18 | 57 | 28 | 13 | 41 | 16 | 72 | 46 | 15 | 61 |
| Lowell | 2 | 30 | 31 | 61 | 18 | 21 | 39 | 22 | 64 | 56 | 15 | 71 |

KINDERGARTENS. — *Concluded.*
Semi-annual Returns to Jan. 31, 1897.

| DISTRICTS. | Teachers. | Average Number belonging. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Age under 5 Years. | Age 5 years and over. | Whole No. at Date. |
|-------------------------------|-----------|---------------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|--------------------|-----------------------|--------------------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | |
| Lyman | 4 | 45 | 70 | 115 | 26 | 45 | 71 | 44 | 62 | 86 | 31 | 117 |
| Martin | 2 | 24 | 29 | 53 | 19 | 21 | 40 | 13 | 75 | 40 | 14 | 54 |
| Mather | 2 | 37 | 36 | 73 | 24 | 24 | 48 | 25 | 66 | 48 | 29 | 77 |
| Minot | 2 | 26 | 29 | 55 | 18 | 20 | 38 | 17 | 69 | 18 | 27 | 45 |
| Phillips | 2 | 24 | 37 | 61 | 19 | 28 | 47 | 14 | 77 | 46 | 16 | 62 |
| Prescott | 2 | 20 | 23 | 43 | 15 | 18 | 33 | 10 | 77 | 16 | 27 | 43 |
| Prince | 2 | 25 | 28 | 53 | 21 | 24 | 45 | 8 | 85 | 34 | 31 | 65 |
| Quincy | 2 | 40 | 26 | 66 | 30 | 20 | 50 | 16 | 76 | 39 | 21 | 60 |
| Rice | 2 | 26 | 20 | 46 | 17 | 14 | 31 | 15 | 67 | 24 | 25 | 49 |
| Robert G. Shaw, | 1 | 22 | 25 | 47 | 16 | 19 | 35 | 12 | 75 | 21 | 25 | 46 |
| Sherwin | 2 | 35 | 25 | 60 | 25 | 18 | 43 | 17 | 71 | 40 | 21 | 61 |
| Shurtleff | 2 | 35 | 30 | 65 | 24 | 20 | 44 | 21 | 68 | 38 | 17 | 55 |
| Thos. N. Hart . | 3 | 52 | 31 | 83 | 42 | 24 | 66 | 17 | 80 | 46 | 37 | 83 |
| Washington Allston | 1 | 14 | 12 | 26 | 11 | 9 | 20 | 6 | 77 | 19 | 18 | 37 |
| Wells | 4 | 65 | 60 | 125 | 42 | 38 | 80 | 45 | 64 | 74 | 52 | 126 |
| Winthrop | 2 | 40 | 32 | 72 | 29 | 20 | 49 | 23 | 68 | 48 | 20 | 68 |
| Totals | 119 | 1,623 | 1,731 | 3,354 | 1,175 | 1,256 | 2,431 | 923 | 72 | 2,050 | 1,351 | 3,401 |



SUPPLEMENT.

SUPERVISORS' CERTIFICATES.

REPORT THEREON OF ELLIS PETERSON, SUPERVISOR.

To the Superintendent of Public Schools:

SIR: In accordance with your request, I have the honor of making to you the following report of the number of candidates examined, from March, 1896, to March, 1897, for certificates of qualification to teach in the Boston public schools, and also of the number of candidates to whom certificates were granted:

SPECIAL EXAMINATION OF CANDIDATES FOR CERTIFICATES OF QUALIFICATION TO TEACH IN THE BOSTON PUBLIC SCHOOLS, APRIL, 1896.

| CERTIFICATES. | Whole number of candidates. | Number who withdrew from the examination. | Number to whom certificates were not granted. | Number to whom certificates were granted. |
|-------------------------------|-----------------------------|-------------------------------------------|-----------------------------------------------|-------------------------------------------|
| Grammar School, Class B. | 54 | ..... | 16 | 38 |
| Kindergarten | 26 | ..... | 12 | 14 |
| Wood-working | 3 | ..... | 1 | 2 |
| Sewing | 5 | 3 | 1 | 1 |
| Drawing | 6 | ..... | 1 | 5 |
| Penmanship | 3 | ..... | 1 | 2 |
| Phonography | 1 | ..... | 1 | |
| English to Germans | 1 | ..... | ..... | 1 |

SPECIAL EXAMINATION OF CANDIDATES FOR CERTIFICATES OF QUALIFICATION TO TEACH IN THE BOSTON PUBLIC SCHOOLS, SEPTEMBER, 1896.

| CERTIFICATES. | Whole number of candidates. | Number who withdrew from the examination. | Number to whom certificates were not granted. | Number to whom certificates were granted. | Number who having been refused certificates for which they had applied, were granted lower certificates. | Whole number to whom certificates were granted. |
|---------------------------------|-----------------------------|-------------------------------------------|-----------------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Grammar School, Class A..... | 21 | 4 | 4 | 13 | ..... | 13 |
| Grammar School, Class B..... | 14 | ..... | 5 | 9 | ..... | 9 |
| Phonography | 4 | ..... | 1 | 3 | ..... | 3 |

GENERAL EXAMINATION OF CANDIDATES FOR CERTIFICATES OF QUALIFICATION TO TEACH IN THE BOSTON PUBLIC SCHOOLS, JANUARY, 1897.

| CERTIFICATES. | Whole number of candidates. | Number who withdrew from the examination. | Number to whom certificates were not granted. | Number to whom certificates were granted. | Number who having been refused certificates for which they had applied, were granted lower certificates. | Whole number to whom certificates were granted. |
|---------------------------------|-----------------------------|-------------------------------------------|-----------------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------|-------------------------------------------------|
| Grammar School, Class A..... | 35 | 5 | 11 | 19 | 2 | 21 |
| Grammar School, Class B..... | 53 | 5 | 10 | 38 | ..... | 38 |
| Kindergarten | 11 | 1 | 7 | 3 | ..... | 3 |
| English to Armeni- ans | 1 | ..... | ..... | 1 | ..... | 1 |

| | |
|--------------------------------------------------------------------------------------------------|-----|
| Whole number of April candidates to whom certificates were granted | 63 |
| Whole number of September candidates to whom certificates were granted | 25 |
| Whole number of January candidates to whom certificates were granted | 63 |
| <hr/> | |
| Total number of candidates to whom certificates were granted at the three examinations | 151 |
| <hr/> | |

SPECIAL EXAMINATION OF INDIVIDUAL CANDIDATES.

| | |
|----------------------------------------------------------------------------|----|
| Assistant teacher of the theory and practice of the kindergarten | 1 |
| High school teacher, Class A | 1 |
| High school teachers, Class B | 3 |
| Grammar school teacher, Class A | 1 |
| Grammar school teachers, Class B | 3 |
| Teachers of physical training | 2 |
| Teacher of cookery | 1 |
| Teacher of wood-working | 1 |
| Teacher of English to Armenians | 1 |
| Teacher for school on Spectacle Island | 1 |
| <hr/> | |
| Total number examined | 15 |
| The number of these who received certificates | 15 |
| <hr/> | |

BOSTON NORMAL SCHOOL GRADUATES OF JUNE, 1896.

| | |
|---------------------------------------------------------------------|----|
| Number who received grammar school certificates, Class B | 56 |
| Number who received kindergarten and primary certificates | 20 |
| <hr/> | |
| Total number who received certificates | 76 |
| <hr/> | |

SUMMARY.

| | |
|------------------------------------------------------------------------------------------------------------------------|------------|
| Number who received certificates at the examinations held in April and September, 1896, and in January, 1897 | 151 |
| Number who received certificates at special individual examinations | 15 |
| Number of Boston Normal-school graduates who received certificates | 76 |
| Total number who received certificates from March, 1896, to March, 1897 | <u>242</u> |

CERTIFICATES GRANTED FROM MARCH, 1896, TO MARCH, 1897.

| | |
|------------------------------------------------------------------------|------------|
| High school, Class A | 2 |
| High school, Class B | 3 |
| Grammar school, Class A | 35 |
| Grammar school, Class B | 144 |
| Kindergarten, and kindergarten and primary | 37 |
| Drawing | 5 |
| Wood-working | 3 |
| Cookery | 1 |
| Sewing | 1 |
| Physical training | 2 |
| Certificate granted to teach English to Germans | 1 |
| Certificates granted to teach English to Armenians | 2 |
| Penmanship | 2 |
| Phonography | 3 |
| Certificate granted to teacher of school on Spectacle Island | 1 |
| Total number of certificates granted | <u>242</u> |

. Respectfully submitted,

ELLIS PETERSON.

Boston, April 6, 1897.

SUPPLEMENTARY READING.

REPORT THEREON OF ROBERT C. METCALF,
SUPERVISOR.

To the Superintendent of Public Schools:

SIR: I desire to submit for your information and consideration the following statement concerning supplementary reading:

The plan for supplying the grammar schools with books for general reading was inaugurated in 1884. These books were supplied in sets of thirty, and were forwarded from one school to another about once in three months. At first the number of sets was small and the amount of reading-matter was limited. But funds were generously supplied by the School Board, and soon every grammar school had constantly on hand at least three sets of good books for the training of pupils in reading.

This plan for furnishing books to the schools was so great an improvement upon no plan at all that for several years there was no word of complaint. As the books became old, however, and the covers soiled, objection was frequently made against receiving them from certain schools. It was also objected that sets of books would often be received which were not well chosen for pupils in that particular locality, and consequently, for a period of three months, certain classes would have no books to use.

These objections and others of a like nature induced the Board of Supervisors, in 1895, to recommend to the School Board a radical change in the plan for supplying supplement-

ary books. It was recommended that books for general reading should be supplied to the grammar schools according to their needs, and that such books should remain permanently in each school. Accordingly the circulation of the sets of books was stopped, and three of these sets assigned to each school to be retained for its special use. At the same time, a promise was made that this moderate supply should be increased each year until every grammar school had a suitable library of good books for the use of its pupils.

Before any additions had been made to the limited supply already mentioned, however, the "Committee on Supplies" passed an order granting to each school its share of the money allowed for supplementary reading, leaving each principal free to order such books, on the authorized list, as he thought best for his school library. As this order takes from the Board of Supervisors the selection of books for these libraries, it seems fitting that attention should be called to certain general principles that should guide the masters of grammar schools in making their selections.

Books furnished to schools may be conveniently divided into four classes; viz.: (1) Text-books. (2) Reference-books. (3) Books for collateral reading. (4) Books for general reading.

The terms "Text-books" and "Reference-books" need no explanation.

Books for collateral reading are such as give additional information or help in the study of some particular subject. Geographical Readers, *Seven Little Sisters*, *Each and All*, *Our World*, etc., are collateral to the subject of geography. Historical Readers, *Stories from American History*, and some biographies are collateral to the study of history. Science Readers may be used as collateral to the ordinary lessons in science.

Every grammar school should have an ample supply of such books as have just been mentioned. The teacher should

have them near at hand for use when the subject is being studied. Lessons may thus be made more interesting and profitable.

Collateral books should be distributed among the classes and kept in the rooms where they are to be used.

On the other hand, books for general reading are not collateral to any special subject. They are supplied for the purpose of interesting children in reading, to cultivate a taste for good books, and for giving them such training as will result in a love for the best literature.

These books may be furnished in sets of three or more volumes each. They should not be distributed among the classes, but should be kept in cases entirely apart from the collateral reading. This library would belong to the whole school; all classes would have access to it: and the needs of all classes should be consulted while building it up. Its well-filled shelves would be, to a considerable extent, an indication of the literary taste of the school.

But the best library is of little value unless properly used. It should be a part of the duty of each teacher to keep her pupils in touch with the school library. Three or more books may be read by the pupils each year, in the class, with the teacher or under her direction. The subject-matter may be retold by the pupils, characters may be discussed, and the general purpose of the book noted. The teacher should keep in mind that the pupil's taste for good reading is to be cultivated, and to this end books should be loaned to the child to be read at home.

In June of each year every teacher in a grammar school should make a brief report to the principal of this work in her class. The report should cover: (1) titles of books read by the class; (2) the kind of work attempted, and the result of the effort; (3) and finally, suggestions as to changes that might be made in the work which would be likely to make it more valuable.

Such reports, though brief, running through a series of years, made by intelligent and cultivated teachers, would be of incalculable value, summarizing, as they would, the experiences of several hundred teachers, and focusing their suggestions of improvement upon so important a matter as the literary training of our grammar school children.

Respectfully submitted,

ROBERT C. METCALF.

BOSTON, March 15, 1897

THE PRIMARY SCHOOLS.

REPORT THEREON OF SARAH L. ARNOLD,
SUPERVISOR.

To the Superintendent of Public Schools:

SIR: In accordance with your request I present herewith my annual report.

The work assigned to me for the current school year included supervision of the primary schools of the Christopher Gibson, Comins, Dearborn, Dillaway, Dudley, Dwight, Edward Everett, Everett, Franklin, George Putnam, Gilbert Stuart, Harris, Henry L. Pierce, Hugh O'Brien, Hyde, Lewis, Lowell, Martin, Mather, Minot, Quincy, Roger Clapp, Sherwin, and Tileston Districts, with their kindergartens, and the Franklin and Quincy evening schools: and for special observation, the subjects of reading, botany, zoölogy, cookery, sewing, and clay-modelling. Although every phase of my work has developed questions of intrinsic interest, I shall in this report deal especially with a few general problems which confront the primary schools as a whole.

The progress of the past year has been considerable, although not of a nature to be easily computed in statistics or outlined in a report. It is largely due to the conscientious, earnest, and progressive work of a body of teachers who are sincerely striving for the good of the schools. I may here express to both principals and teachers my own grateful appreciation of their ready courtesy and coöperation, without which any efforts of mine would have been fruitless.

The Conferences of Primary Teachers, which, during the

previous school year, were held once a month at the English High School, have been continued this year under a new plan. The number of attending teachers during the previous year having been too great to admit of general or of definite discussions, the conferences were divided into grades first, second, and third. Meetings were held at the Girls' High School on the first three Tuesdays of the month, after school hours. A definite program was arranged, printed, and distributed, in order to allow the teachers to plan for the meetings. The response to the program was cordial, and all the meetings, though entirely voluntary, have been well attended. They are gradually assuming the conference form, as had been hoped. Teachers whose thoughtful experience renders their reports most valuable have contributed to the conferences. The practical questions which disturb young teachers have been frankly discussed, and the remedies have been suggested by those who have overcome the same difficulties in their own school-rooms. New plans have been presented and principles studied as applied in our daily practice.

These meetings do much to help teachers to better acquaintance with one another, and to secure the recognition of a common standard.

I believe one result of the conferences is already visible in the greater unity of aim in the primary schools, "a consummation devoutly to be wished." Unity does not mean, nor does it imply, mechanical uniformity, — a state of affairs to be deplored; but it does give evidence of a common aim, the recognition of which organizes and arranges the work throughout the schools. Freedom in detail, originality and individuality in plan, are essential to true and healthful growth. Our schools stand for such freedom and individuality to-day. May this ever be true! But the unity of purpose is equally essential; rather, it is the first requisite. Originality is not commendable unless it is a help in expressing a vital principle

and in attaining some worthy end. The goal being established, we will applaud the one who secures most effective means for reaching it; but the goal must be kept before us.

Pupils who are transferred from one district to another in our city reap the advantages of such an organizing purpose. Where it exists, transfer is made without loss. Conference among teachers of the different districts helps toward this result. I am confident that another year will materially strengthen the movement in this direction.

In my visits to the schools I have seen every evidence of conscientious work, usually hard work, on the part of the teachers. They spare no effort to accomplish the best possible results. Their teaching is frequently hampered, and the progress of the pupils hindered, however, by the necessity which places under their care a greater number of pupils than can be well taught by any one teacher. It is commonly conceded by teachers and superintendents throughout the country, that the best opportunities to the individual pupils are afforded when the organization admits of small classes. Forty-eight should be the maximum in primary classes, while the personal care and oversight demanded in the lowest grade would seem to necessitate even a smaller proportion of pupils to teachers in this grade. The number of seats in every school-room in the city is supposed to be fifty-six. It is not uncommon to find this number greatly exceeded in primary school-rooms, where every available inch of floor space is often employed by extra desks. In one room of ordinary size I have seen seventy seats.

This overcrowding in primary rooms in many cases seems unavoidable. Children clamor for admission to school. Compulsory attendance laws demand provision for all children of school age. Rapid growth in the suburbs, or the development of tenement houses in older districts increases the numbers more rapidly than accommodations can possibly be provided. Every city contends with these conditions, in

greater or less degree. Every effort has been made by the committee to provide new buildings or to enlarge old ones, to meet new demands. I doubt if teachers and parents always understand and appreciate the many obstacles in the way of providing adequate accommodations for the shifting multitudes of children. However we may deplore the evil, we must possess our souls in patience when the utmost efforts fail to provide immediate relief.

Meanwhile, it cannot be too strongly urged that the greatest pressure comes, in the majority of cases, where its results are most serious. In almost every district it is the primary classes which are overcrowded, and in these the largest classes are in the lowest grades. I have in mind a primary class (first, or lowest grade), which numbered one hundred and ten pupils, under the care of a young teacher, in her first year's experience.

Why are the greatest numbers so commonly found in the lowest grade? "Because seats and desks are smaller than in higher grades. The smaller the pupils, the greater the number which the room can accommodate," is one reply to this question. If the purpose of the school were to "keep" children, solely, the argument would be unanswerable, except from the side of ventilation. Even here, we are assured on the best medical authority that the smaller pupils need as much air space as the larger ones. It would be interesting, in this connection, to read the reports of physicians, recognized as authorities in their departments, who dictate the conditions for children's hospitals upon the ground that children require quite as much air-space as adults. Dr. A. Jacobi, of New York, makes this statement. In the report of the International Congress of Education, held at Brussels, in 1880, the following is found: "In school-rooms, or hospitals, very nearly the same amount of air supply per head should be allowed for children of all ages over five years."

We need hardly refer, here, to the amount that is considered sufficient for each person, — thirty cubic feet of fresh air per minute. Probably no school-room provides that amount, under all conditions. The point in question, however, is, that young children require as much as older children, and that it is both unwise and unsafe to assume the contrary. Further, whatever the ventilation of the room may be, the close contact which is necessitated by adding to the number of seats renders it possible for every child to breathe impure air, whatever the ventilation of the room.

"We must have larger classes in primary than in grammar schools, because the older the pupils, the more difficult the teaching and discipline. It is easier for a teacher to care for sixty little children than for forty older boys and girls," is an argument frequently urged. This plea is indefensible, except in the case of weak teachers or extremely unruly classes. Older pupils more readily resent unfavorable conditions, and an outbreak in discipline does not pass unnoticed. But the harm done by the form both of instruction and of discipline which is thrust upon the over burdened primary school is all the more serious because it is oftener passed by in silence, without recognition on the part of the parents or protest on the part of the children. The evils which the little children endure would not be allowed to exist if confined to the higher grades. Teachers, parents, and pupils would unite in earnest protest.

"The pupils classify in such a way as to demand a large number in lower grade rooms and a smaller number in higher grades," is a third argument, to which I refer under head of classification.

"We must have fifty-six pupils to a teacher, and we cannot open another room until our average justifies it," is another proposition to be met.

While any one of these arguments may serve to excuse the existing condition of things, no one of them justifies its continuance. It is true that more small children can be massed in a given space than could be possible with children of a larger growth. *It is not true that this greater number can be well taught, or surrounded by healthful conditions.* The Board of Supervisors, after years of careful study combined with observation and experience, unanimously recommended that the maximum number in the lowest primary grade be forty-eight. Even this limit concedes much to expediency, since educators agree that forty pupils should be the limit where good teaching is demanded.

The young child just beginning school has everything to learn. Minute directions, constant oversight, frequent changes of work, much individual help, are necessary. Instruction must be entirely oral. Children know nothing of the use of books, are awkward and unready in manipulation of material, have formed no habits of study or of self-direction. All must be learned under the guidance of the wise teacher. *It is of the utmost importance* to the child's future as a learner that right beginnings be made. It is possible to determine the trend of the entire school life in this first year. Careless, indifferent habits developed during this year inevitably hinder the work of the years following, lengthen the term of school life, or result in such indifference as effectually ends the school period at the earliest possible moment.

If we could gather into statistics the records of the years lost in the school-room, we should find a convincing argument for right beginnings. The children are ignorant alike of their gain or loss at this time. Many of them never know why they fail to reach the "prize that is set before them." But *we* know that "as the twig is bent the tree is inclined." Nor can we lightly consider the conditions which promise to mar the future of our little children.

I have no hesitation in saying that if our lowest-grade schools contained but forty pupils in a class, twenty per cent. more would be promoted at the end of the year than under present conditions. That means, we may say, that two thousand children take two years for work which under other conditions would be accomplished in one year. Imagine that loss as placed in the high-school age. Think of the concern of parents and friends, and of the pupils themselves, who at that date would complain most forcibly! But is not the delay equally operative when it occurs at the earlier age, *except that* (and here our responsibility is greatest) the little children do not know enough to complain? Further, it is true that whereas comparatively few children can take advantage of the high-school course, and large numbers must fail to complete the grammar-school course, the primary school is for all—for every one. Whatever improves the conditions and augments the effectiveness of the primary course benefits every household. I have heard many arguments for "shortening and enriching" the school course. I know of no more effective means to that end than the proper apportionment of pupils to teachers *in the primary school*. I wish space permitted to discuss the economical arguments in favor of this movement. But if the loss of time be admitted, there is but one answer to the questions: "Is it wise economy to save money at the expense of these lost years?" and "Do we in the end even save money?" If there must be over-crowding, let it be where it will be least harmful, and soonest remedied—in the upper grades.

It is without doubt a very difficult matter to readjust numbers in crowded districts with inadequate buildings. But it would seem entirely feasible to plan new buildings with reference to this need—having not more than forty-eight seats as maximum seating capacity in primary rooms. Where the conditions seem to drive seventy children into

one room, I believe the lesser evil would be half-day sessions, with classes of thirty-five each; or the kindergarten rooms might be made available for the youngest children, for an afternoon session. Chairs and tables are already provided, and a special assistant could be employed for this emergency. These attempts would mitigate the evil which we unite in deploring, and which we are striving to prevent altogether. Until the day arrives when we can do as we would for the entire city, can we not make a good beginning where the conditions already admit of improvement?

The grading or classification of the primary school is a problem whose solution has much to do with the effectiveness of the teacher's work and the progress of pupils. The common aim is to classify primary pupils in September into three grades: First grade, or beginners; second grade, pupils who have mastered an average year's work, as indicated by the course of study; third grade, or pupils who have mastered two years' average work, as indicated by the course of study, and are ready for the third year.

Such a classification, if possible, would simplify instruction. It would reduce the difficulty of grading to a minimum if the children would obligingly modify their attainments so that the number in every grade would be a multiple of fifty-six. We could then completely fill every room with pupils of unvarying degrees of attainment, and class teaching would become a simple process, unhindered by the needs of the individual. As a matter of fact, however, as we all know, children do not lend themselves easily to such grading and division. When we have divided them according to attainment, their numbers vary in an alarming fashion. For example, in a building of four primary rooms we have sixty-six third-year, seventy-two second-year, and eighty-six first-year pupils, as might

easily happen. The third-year pupils fill a room (fifty-six seats), and ten are left over, — presumably the ten weakest. What shall be done with these “left overs”? The seventy-two in the second year fill a room, with sixteen left over. Where shall the sixteen be placed to best advantage? The eighty-six beginners fill a room, with thirty left over. What disposition shall be made of this remainder? The problem is a most trying one to teacher and principal. *It is a vital one to every member of this army of remainders.* Suppose the ten of the third-year pupils to be placed in the room with forty-six of the seventy-two second-year pupils. How shall they be taught, and how shall they be named? For though “a rose by any other name may smell as sweet,” the name of John’s or James’ class makes a vast difference in both sweetness and growth to the children. It is a factor in their present growth and ultimate advancement. These ten were adjudged fully equipped for third-year work in June. If now, by force of circumstances, they should be absorbed into the second-grade class, they will unconsciously drift toward the second-class standard. Unless they are very carefully guarded and guided, named and separated, they will fail to get what their peers in the full third class are gaining. Under most favorable circumstances, some discount from possible attainment is expected. But if their identity becomes lost in that of the larger class, as often happens, it means much time lost. Next September they will stand where they did a year ago, at best. So we ordinarily think. In reality, they will stand below their present standard. For unless the year has been spent in doing work which demands supreme effort on their part — earnest, vigorous attention, utmost endeavor — it has tended toward indifference, carelessness, droning, dullness. We cannot put into statistics the number of years lost, for we must add the element of wits dulled and energy diminished.

This factor cannot be computed. If it could, the cry of the children would assuredly be heard.

The problem of the ten is repeated with the second class. If forty-six only work in Room II. with the ten third-year pupils, twenty-six are left to place with thirty of the beginners. This seems at first glance a larger problem than the first. In reality it is a lesser one, and equally a lesser evil. There is less danger that the twenty-six will be swallowed up in the larger number. Room III. naturally divides itself into half first-year and half second-year pupils, and is taught accordingly. The school now stands graded:

| | | | | | | | |
|-----------|----------------|---|---|---|---|---|------|
| Room I. | Third grade | . | . | . | . | . | 56 |
| Room II. | { Third grade | . | . | . | . | . | { 10 |
| | { Second grade | . | . | . | . | . | { 46 |
| Room III. | { Second grade | . | . | . | . | . | { 26 |
| | { First grade | . | . | . | . | . | { 30 |
| Room IV. | First grade | . | . | . | . | . | 56 |

Looked at from the standpoint of classification simply, Rooms I. and IV. are best graded, and present fewest difficulties to the teacher. Room III. stands next, while Room II. requires most careful adjustment of program and other means to the one end of instruction. The ten third-grade pupils in Room II. are most in danger of loss, and their interests should be carefully guarded. These ten may seem a small number to guard so carefully. But it cannot be too strongly urged that the year lost here counts for more than if lost in the high school, where it would occasion more comment. And, further, that the ten in one room multiplied by the possible number of rooms where this contingency presents itself makes the class of unfortunates count into the hundreds.

I have spoken of the exact grading as possible; but, as a matter of fact, the classification lends itself to grade distine-

tions as measured by years no more readily than to class numbers measured by the capacity of rooms. I have never yet seen a primary school where the absolute gradation did justice to all pupils. No considerable number of primary pupils can justly be classified by the year-standards. In the school which was used for example, it was assumed that such division was possible. In reality it is impossible. I have in mind a representative primary school, of seven rooms, well taught. It contains at the present writing two third-grade rooms, two second-grade rooms, one advanced-first plus a small second (children having had two years in school), and two first, made up of children who are just completing their first year of school life. Without doubt the two third-grade classes will be promoted to the grammar school in June. In each of the second-grade classes are from six to ten pupils who will be heavily taxed by third-grade work next year. Absence, immaturity, or some other cause has prevented them from completing the second year's work satisfactorily. If they attempt the usual third-grade work they will become discouraged, fall behind, and require at least two years in the third grade, besides feeling the loss of ambition and self-respect which comes of being classified as below the standard of their mates. If they are set back to the beginning of second-year work the loss is assured. Nothing is more deadening than to drone over work partially familiar in form and partially accomplished, — work which fails to demand keenness and alertness, and so fails to ensure mental growth. These pupils demand a type of work between the second and third grade, and careful teaching which recognizes their history and their needs.

The higher division of the class which has been doing advanced first-grade work this year likewise needs such an arrangement. These three rooms provide nearly a full school, certainly a half school, of pupils who are not ready for third grade, yet who are far beyond the beginning of

the second. Clearly the pupils' needs call for a departure from the exact classification into first, second, and third grade. This same difference in need manifests itself in the lowest grade. Out of the pupils known in this class as first-year pupils, a third may require two months' work to prepare them for the second grade. They do not need a year, but the too early advance will be as detrimental in the end as the too tardy promotion. Unless a departure from the straight classification is made, in which the needs of these children are recognized and studied, injustice is done to many. It is not over-stating the matter to say that such pupils, if evenly distributed through the rooms of a primary building, would average ten to a class. The problem which seems a comparatively slight one, perhaps, when the ten are considered alone, becomes considerable when we contemplate the five thousand who are affected by this plan. When we remember how serious the loss of a few months to five thousand would be considered in the higher grades, and that the loss of power is commensurately *greater* because so near the beginning, the question assumes a serious aspect.

The plans by which this problem is met are represented in many of our schools, where they are practically and effectually carried out. In some primary buildings, from two to four rooms (according to the number of rooms in the building) are arranged for pupils who deviate from the standard classification. "Advanced first," "beginning second," classes are met in these buildings, as the children's attainments determine. The pupils are sent on as fast as possible.

There is opportunity to promote a diligent pupil to a class which is only a *few months* ahead of his own, whereas the year's differentiation would prevent the promotion. An absentee, quarantined with scarlet fever, can upon his

return be placed in a class a few months below his own, rather than fail of promotion and lose a year on account of the few weeks' absence. The mixed classes, coming between the standard classes, thus allow individuals and groups of individuals to receive instruction according to their needs, and prevent loss of time.

Again, in some primary buildings, ungraded classes are allowed to serve the same purpose. These should always be *smaller* than graded classes. To these classes pupils can be sent while needing special preparation to fit them for the standard grades.

Close supervision of these groups, by the master or first assistant, is, of course, absolutely necessary. These pupils, more than any others, need to be guided from class to class: their time should be carefully accounted for. It would prove a most beneficial thing if, in such cases, a record were kept, to be passed from class to class, and from school to school, outlining the child's history. If a twelve-year-old child is found in a class with eight-year-olds, these items should be known by teacher and principal as a guide for his present instruction and future placing. (See footnote.)

This individual report suggests a very practical form of child study. "This school is for the children," is a favorite remark of one master who believes in such individual study of individual needs. The motto is worthy of universal adoption.

RECORD OF SPECIAL PUPILS.

.....School.

Name

Age

Years in school

Total absence

Names of teachers during entire period

Another plan of classification, which offsets the difficulties of the "tandem" arrangement, is allowing a class to remain two years with the same teacher. This makes it possible for standard classes to progress rapidly, even in advance of grade, because no momentum is lost by change of teachers, and consequent need of adaptation to new conditions. This plan operates favorably upon both teacher and pupil. The tendency to become a grade teacher, unequal to the demands of slightly different conditions, is deplorable. It must be confessed that to this tendency is due much of the mechanical and unwise classification.

By attempting one or more of these plans, the uneven grading may be made and kept exceptional rather than general. The modified classification admits of the "greatest good to the greatest number" and justice to the individual. Careful and continual oversight of the unclassified or out-of-grade classes will prevent undue loss of time in their cases, and the arrangement of two years to a class will allow the possibility of more rapid promotion or of more thorough work.

If the mixed or ungraded classes are confessedly more difficult to teachers, they should be smaller, if possible, and allotted to different teachers in the successive years.

In January a circular was sent out to the teachers of Primary Class I., asking for selections from language papers written by the children, to be sent to the office. The request was the occasion of many personal explanations from the teachers, to the effect that their classes could not do the standard work because they were, for various and sufficient reasons, below grade, virtually second grade.

Then *why name them* as if they were up to the standard? Ought not the division which actually exists and must be met, to be recognized and studied, and the teaching be frankly and openly adapted to the needs of the pupils?

A practice of some of our most skilful teachers is to divide the school into two or three divisions for recitation. Therefore, while one division recites, the other is occupied with work at the desk, with reading, writing, number, drawing, modelling, etc., as the case may be. In other schools no such division is made at any lesson period, and the class uniformly recites, studies, or exercises under the immediate direction of the teacher.

I am convinced, by a careful and somewhat extensive study of schools and school work, that the latter practice is unwise, — more, that it is harmful. I am aware that some excellent teachers believe it to be wise, and that the daily and annual results seem to justify them. It is true, however, that no young child is able to hold his attention (actually, not seemingly) to a reading lesson, for example, in which fifty-six pupils take part, to the degree that he can attend if but twenty-five share in the exercise. Ordinarily, both interest and effort become less keen in proportion as the act of attention is prolonged too far, or the individual responsibility lessened by numbers. A short exercise, demanding keen and concentrated thought, contributes to the pupil's growth. A prolonged exercise which admits of either weariness, indifference, or dawdling, is unquestionably harmful. It promotes indifferent habits of study and dulness of mind.

Again, it is not well for the pupil always to be stimulated by the teacher's immediate direction. He should have some opportunity to work by himself, to think for himself, to squarely test his own powers, to recognize his own strength or weakness. It is well, more, it is absolutely necessary for him to learn how to study for himself, without help. Such study or work promotes self-reliance, self-dependence. Teachers are commonly unaware how much the pupils' answers are modified by their inflections, questions, or suggestions. They should afford opportunities for unaided

work, and accept such results as a fair measure of the pupil's power. "What can be done without me?" not "What can be done with me?" should be the teacher's question. Furthermore, the child should learn to concentrate his attention upon his own work, regardless of his environment. He must "will to work," whatever invites his attention from his task. Such training is indispensable to the student, and it must be begun in the primary school.

This training in study demands a frequent division of the class. And this in turn demands a careful study of plans for seat work, adapted to the capacity of the class, properly related to other lessons, varied in character, simple in material. The discussion upon this subject begun this year in the Primary Conferences will be continued into the next year's series. Meanwhile, the arguments for either form of classification should be carefully considered and the questions from the *child's* standpoint thoroughly studied.

These problems, in classification, present themselves wherever graded schools exist. I am aware that they have been discussed and studied until the theme has been worn threadbare. Nevertheless, it is still possible to do more than is now being done in some of our larger classes for the army of "specials."

The difficulties can be removed only by individual study of individual pupils, and careful consideration of the conditions of the schools as a whole. In districts where the number of pupils is so great as to render it impossible for the principal to know every child personally, the care of these groups or individuals, out of grade, should devolve upon the first assistant, who is so situated as to carry out the principal's plans throughout the building. To her the special cases can be referred, and by her their courses through the

school can be followed. Knowing the children's histories, and their individual records, she can place them where their special needs will be met, removing them from time to time, as their necessities dictate.

In buildings where such personal oversight is possible, the number of "left-overs" and "stragglers" is at a minimum. I am convinced that a careful study and determined effort in this direction would result in immense gain to the individual pupils, and a corresponding increment in promotions. This form of "child study" is sincerely commended. It assuredly results in a clearer understanding of the principles of teaching.

Respectfully submitted,

SARAH L. ARNOLD.

Boston, April 15, 1897.

DRAWING.

REPORT THEREON OF JAMES FREDERICK
HOPKINS, DIRECTOR.

To the Superintendent of Public Schools:

SIR: In presenting to you my first annual report upon the conduct of drawing in Boston public schools, it may be noted that the material is arranged under four different divisions. The first concerns the subject as I found it upon making my first visits to the schools. The second outlines the course which seems best to be pursued if we are to place Boston where she deserves to stand. The third records what has been accomplished during the portion of the year included in the report. The fourth includes the reports from my associates, Mr. Hitchings, Master of Evening Drawing Schools, and Mr. Poor, assistant to the director in charge of the work at the Boston Normal School.

Upon entering into the duties of my new office I proceeded to visit the grammar schools. I wanted to meet each master in his own building, to learn from him the difficulties of the work in his special school, and to get an insight into the effort as carried out in each district. With the exception of a very few outlying schools, I have visited each grammar school in the city, and almost all of the high schools. My visits met with an exceedingly cordial reception, and I want to place on record in this statement, that if Boston, under the new conditions, does not take an important position, it will not be the fault of the teachers. A more enthusiastic, hard-working, and able body of educators I do not believe can be found. I can never forget the welcome with which they met me.

I found the work of different districts earnest in its spirit, but very irregular in the light of comparisons. The teachers were endeavoring to work out the course of study, but they seemed to lack any directing influence. I do not hesitate to say that certain schools in Boston can show work to-day which in its way is beyond anything as successfully attempted in any city in the country. But those schools are few in number, are more than fortunate in their teachers, and are those which have developed their work along their own individual outlines. But it is not the exception which proves the rule: no class can be honestly judged by the two or three bright pupils, although their presence is a comfort to the teacher and a vast aid in the preparation of exhibitions. Art education in the public schools is there for its educating power. If the instruction is right the results will take care of themselves. We are not here to raise up a race of literators, poets, scientists, or artists; we are here to educate the boys and girls, to open their eyes to a broader view of the life in which they live, and to equip them with the power to see, reason, and accomplish, without which the future citizen can never find his true position.

I have spoken of the course of study elsewhere; I can add but a word here. Not until our high schools can receive the incoming classes of pupils with the reasonable assurance that the aims of their preparatory instruction have been uniform in effort can we ever expect those higher schools to do their best work in art instruction.

The main criticism which has been made upon the conduct of this branch of our school system is the lack of uniformity of aim and effort. While I believe the criticism a just one and that we should profit by it, yet I cannot believe this fault to be insurmountable.

Boston occupies a unique position among cities and one unusually well situated for the conduct of art instruction

in the public schools. It was in Boston that the movement for the introduction of drawing, as a regular public school study, first found favor many years ago, and it has been from this first foundation on American soil that the movement has broadened and extended, until to-day there is not a city, town, or school building, throughout this broad land, which has not in some way felt the influence for good. Boston is the home of a cultured and thoughtful public, appreciative of the value of pleasing environment, and willing and desirous of fostering and supporting any movement for better educational facilities. It is a city of comparatively compact area, with its main divisions those defined by nature and with easy communication from place to place. Its foreign born population is large, but of temperaments and race traditions which easily lend themselves to, if they do not instinctively lean towards, an artistic development. Its schools are conducted by a body of educators second to none in their professional training, and earnestly desirous of the broadest possible extension of the art educational idea as a part of the regular school curriculum. In the Boston Public Library and the Museum of Fine Arts the city possesses two of the most powerful levers for the uplifting of art education in the public schools, active agents, which while possessed by other cities yet are not elsewhere so closely related or so splendidly equipped as are these foundations in our own city.

But a city cannot rest secure in contemplation of its early efforts, its population, natural divisions, educational workers, or unusual facilities, unless it makes ample provision for the utilization and unification of these varied features in energetic schemes for progress. The educational world, like industrial or political life, is moving steadily forward, and the city which will lead in progress is the one which possesses the highest ideals, appropriates adequate means for their exten-

sion, and gives cordial support and a free hand to the expert talent which it calls to its service.

The first element which makes for progress in art education is the course of study, a logical, progressive, up-to-date and clearly defined outline of procedure, broad and free enough to give the individuality for expression so necessary in this subject, yet marking clearly the highway along which the pupils may be led to a mental development, a spiritual growth, and an outlook over the world's progress which only art education can give. The course of study should not only seek to provide for the highest needs of the subject, but it should be thoroughly in sympathy with the kindergarten training which precedes it, and with the manual training movement beside which it runs on mutually helpful lines. It should also seek to be of direct assistance in the teaching of all other school studies, carrying out a correlation as broad as it may be made helpful.

Adequate appropriations should be made for the execution of such a course of study; making provision for the best of standard materials, promptly furnished in sufficient quantities, and carefully replenished with stock of a corresponding grade. Ample assistance should be granted the director of such a nature that a regular, close, helpful touch might be maintained with every teacher in the city, ready at all times to give assistance and to aid in every possible way. Only by making provision for proper assistance can the work of normal conferences with the teachers be maintained, and without the inspiration of those conferences the work can never have the united forward movement it deserves.

The Library and Museum of Fine Arts should be brought into the instruction with all their quickening power. The trustees of both foundations are anxious and willing to do their utmost to further any effort for legitimate extension into the courses of the public schools. From the Library might wisely come lists of books for supplementary reading

along the lines of the art instruction, and toward the great collections of its reference departments should be directed those classes who desire a wider outlook upon published material. The Museum of Fine Arts must be brought to the pupils and the pupils taken to the Museum. Here is the opportunity of the stereopticon, lantern-photograph, and simple handbook or guide. In each main division of the city a suitable hall should be secured, capable of seating the upper grade pupils of the section in a course of illustrated lectures. The lectures should be so arranged that they would present an idea of art development as illustrated by the material of the Museum. Such a series of illustrations should be prepared as would recreate the environment of the halls and collections of the Museum, and thus give the speaker the opportunity to point out the particular examples and make clear their position and relationship to the masterpieces which stand for the art history of the nations. Following these lectures should come the organized visits of the classes to the Museum on scheduled dates. The classes should be arranged in small squads in charge of teachers, pupil teachers, or Normal students, who should in a friendly "quiz" see that the children recognized at the Museum the examples which the lecture had brought out. Such lectures and visits would furnish a wealth of composition material to the literature and history teachers and incidentally would develop a future Boston citizen who would appreciate his Museum all the more for the part it had played in his studies. Children unaccompanied by adults can probably never be given the liberty of the Museum under the present conditions, but this plan would, undoubtedly, avoid the difficulties of the question and yet open freely to our boys and girls its accumulated treasures.

To briefly sum up these imperative necessities, Boston should provide for a course of study, reaching from the kindergarten through the high schools, and second to none

in its breadth and educational character: ample material of the best quality for the extension of the course; a sufficient number of assistants to the director; and such a scheme for Museum and Library extension as shall utilize to the utmost the great treasure houses which the city has at her command. Boston deserves to stand in the front rank; indeed, the leader in art education in public schools. She stood there once, and nothing but the withholding of these very necessities to the vital existence of this subject prevented her from continuing her proud position.

After carefully studying the work as carried on in the schools it seemed necessary to revise the course of study, now four years old. In early January the proposition was made by the Chairman of the Committee on Drawing to revise the Course of Study in Drawing, and prepare such a Course of Art Education in Boston Public Schools as shall meet the highest needs of the subject, be in sympathy with the kindergarten and manual training movement, and of direct assistance in the teaching of all grade studies; that the course of study be prepared in sections for primary, grammar, and high schools, and that each part be prepared, adopted, and put into execution before proceeding with the next section. Upon motion of Mrs. Ames, and vote of the Committee, the necessary authority to proceed with the revision was granted.

The primary course was taken up at once and steadily pushed to completion. It is based upon the instruction in the kindergarten, provides for form study and expression, color instruction, nature study, elementary manual training, and a general correlation with the regular grade work. It is now going through the forms for adoption. A list of material necessary for the extension of this course was also prepared and an adequate appropriation asked for the pur-

chase. This has also been presented to the proper committees.

Having in view the utilization of the material in the Public Library and the Museum of Fine Arts, and believing that any scheme of extension ought first to be presented to the teachers, we arranged in late December a course of illustrated lectures to begin in January, run through February, and extend into March. The program was as follows :

| | |
|---------------------------------------|------------------------------|
| Egypt and Her Eastern Neighbors . . | Thursday, January 21, 1897. |
| Greece and Her Artistic Legacy . . . | Thursday, January 28, 1897. |
| The Monuments of Imperial Rome . . | Thursday, February 4, 1897. |
| Byzantine Mosaics | Thursday, February 11, 1897. |
| The East and West of Saracenic Days . | Thursday, February 18, 1897. |
| Rise of Cathedral Builders | Thursday, February 25, 1897. |
| The Italian Renaissance | Thursday, March 4, 1897. |
| Copley Square and Its Lessons . . . | Thursday, March 11, 1897. |

The hall of the English High School was well filled at both afternoon and evening session, and between fifteen and sixteen hundred teachers daily availed themselves of the opportunity to enjoy the course. Through the coöperation of the teachers, the Boston Public Library, and friends, a syllabus of the course, which has found its way to many a teacher's desk, was issued. It was the aim in printing the syllabus to give a list of books for supplementary reading, a brief outline of the subject-matter presented at the lectures, and certain typical illustrations which the stereopticon was to project upon the screen. The coöperation of the "Boston Herald" must not be forgotten. Fridays' editions, both morning and evening, contained full accounts of the lecture of the preceding afternoon, and almost every issue was illustrated by four of the leading examples of the style in question and a running heading as a title. Such friendly coöperation on the part of a great daily has not a parallel in educational history. General Loring,

the Director of the Museum of Fine Arts, kindly offered to furnish special admission tickets to the Museum to all teachers who enrolled for this course. These tickets, which have been issued to over fifteen hundred of our teachers, will not only freely admit the holder at all hours when the Museum may be open, but they provide for the admission, under the same conditions, of four pupils when accompanied by an adult. This effort was but the beginning. We have planned to carry the stereopticon another year into the various parts of the city and incorporate this lecture idea into our regular courses of study.

While preparing the new Course of Study we have arranged for a series of Normal Conferences with the teachers. These will commence immediately upon the adoption of the new course, and the passage of the appropriation for its extension. It is our plan to hold these conferences once in two weeks in eight conveniently located school-halls in the city.

The reports of my associates, which are appended, speak for themselves. Mr. Hitchings has been able this year to give to his evening schools much more time and thought than before. We but share the belief that there is only one rank for this feature, for which the city appropriates so generously, and that nothing should be left undone to maintain those schools in that leading rank. Mr. Poor has this year devoted his whole time to the work in the Normal School. His report, which largely deals with the course of study, shows an outline of the effort now carried on in that school. It is the earnest wish of Dr. Dunton and myself that this feature of the Normal School be made as progressive and up-to-date as possible, and in thorough sympathy with the work in the schools. Upon Dr. Dunton's suggestion and in connection with the revised course of study

will come in the near future a revision of this Normal Course.

I desire to express to you at this time my great appreciation of your cordial and helpful support. It has constantly assisted me and made my efforts more effective educationally.

Respectfully submitted,

JAMES FREDERICK HOPKINS,

Director of Drawing.

Boston, March 23, 1897.

REPORT OF HENRY HITCHINGS.

To the Director of Drawing:

SIR: It is impossible at this time to make a full annual report upon the Free Evening Industrial Drawing Schools of this city. The reasons for this are clearly obvious, as my present position as master of these schools was not assumed by me until several weeks after they had opened, and the work which would make such a report possible is not yet completed. I have, however, endeavored in this brief document to furnish such information, gathered from personal observation and conference with the principals and teachers of these schools, as seems to be desirable and necessary to communicate.

My visits to these schools since assuming their general charge have been constant, and it has been my purpose and endeavor to be of such use and service to all those who are in any way connected with them as time and opportunity permitted.

In addition to this, time has been devoted to obtaining needed supplies or additional models whenever the principals have asked for them or they have seemed to me necessary to the proper conduct of the required work. Time has also been given to answering correspondence and to such other clerical work as was needed, to making preliminary examinations of students' work while it was in progress, to the final examination of their completed work, and to the comparison of differing methods of instruction as seen in the different schools, and, in short, to doing all within my power and ability to advance the best interests and progress of the students who worked so earnestly and faithfully, and who have achieved such good average results.

And my observation during the time thus spent has led to the conclusion that in order to obtain still better results, and to obtain them at the same time more readily and more thoroughly, we need in most if not all of these schools more material for observation and study.

For example, in all those classes where architectural drawing is taught a set of casts of capitals, bases, and mouldings of different historic styles, and some additional plates of good constructive details would be of great service. In those classes where machine drawing is taught, a few models of actual construction would be of great value for practical purposes of study, especially if such models were judiciously selected. In our free-hand class-rooms we need also some good simple examples of decorative design from some of the historic schools of ornament for purposes of observation and study in teaching the subject of decoration; and in the model and object drawing a few colored objects such as vases, jugs, jars, etc., would be very serviceable in connection with our present collection of white models for teaching "color values" in light and shade drawing.

Quite recently I have arranged (as required in "The Course of Study in Drawing") for the casting of some examples of the students' "clay modelling." These will not be quite as fully representative of all the work done in the modelling class as might have been the case had the appropriation for this purpose been made at an earlier date. It is impossible to keep the clay work in good condition for casting beyond a very limited period of time, and I would therefore suggest, in order to get the best possible results, that the appropriation for this purpose be in the future made at a much earlier date, say, at the first meeting of the School Committee in November. If this could be done it would facilitate the work and enable us to choose to better advantage from the most representative modelling done by the class.

The present Course of Study for the Evening Drawing Schools — School Document No. 15, 1892 — is out of print, and it is very important that a new edition be prepared and printed in time for its distribution among the next year classes on or before the opening night. This will, I hope, be done, as each pupil is required, upon entering, to read this document with care, so that he may clearly understand from the beginning his duties and privileges as a member of any given class.

Upon my first visit to the school at East Boston I discovered that no regular teacher had been appointed for advanced instruction in free-hand drawing. There were, however, twelve students at work in the class-room, devoted to advanced work of this kind, all of whom were engaged upon drawings in light and shade from models and objects, or from casts of ornament and details of the human figure. It would, of course, have been impossible for them, without the aid of a regular instructor, to carry out the full course of study, and this, consequently, was not attempted. Mr. Cross, the principal of the school, who is also teacher of the advanced mechanical drawing, has kindly given to them all the time he could command without interfering with his regular duties, and, as he is an excellent instructor in this, as well as in the mechanical department of drawing, the results (circumstances being considered) have been quite satisfactory. That we in the coming year may have an advanced class in this school, sufficient in numbers to warrant the appointment of a regular teacher for their instruction, is quite possible, and I shall most certainly use my best efforts to bring about a result so desirable.

I also discovered upon my first visit to the Roxbury school that here too the unusual had occurred, Mr. Adams, the principal, informing me of the fact that there were classes receiving instruction not only upon the regular nights but also upon the nights of Tuesday and Thursday, and that

these classes were made up from the overflow of applicants for admission upon the regular nights. The free-hand portion of these classes, which was much the smaller of the two, soon dropped off, or were transferred to fill vacancies occurring in the regular class, but of those who had chosen mechanical drawing, a sufficient number remained to warrant keeping up the organization. The attendance has been good and the work accomplished has been fully up to the average both in quantity and quality. In view of the fact that next year there may and probably will be another overflow of the present limited quarters, it may not be amiss for me to call attention to the fact that two rooms on the lower floor of this building which are now temporarily occupied by the Vernon-street Primary School will be vacated at the end of the regular school year, or as soon thereafter as the new quarters for the above-named school are ready for occupancy. I therefore suggest the desirability of having, if possible, the larger of these two rooms fitted up as an additional class-room for the Roxbury Evening Drawing School. If this can be done and the other rooms occupied by this school could be slightly rearranged it would be of great and permanent advantage to the whole school.

By a vote of the Committee on Drawing the "overflow" class was dismissed at the same time as the regular classes, and before the student could complete the first year's course of instruction. In view of this fact and by direction of the Drawing Committee the class was informed "that they would be allowed precedence in entering the school next year and could enter the second year's course as soon as they had received the balance of first-year instruction, finished their certificate sheets and passed the first-year examinations." The addition of this class, numbering about thirty, to the usual number of applicants would seem to make it a matter of necessity that room should be furnished for their proper accommodation.

The completion of the final examination of certificate work and examination papers from the different schools, the lists of awards, together with all other preparations for the local exhibitions, are being pushed as rapidly as possible, and the general impression of the results of the year's work is very satisfactory.

HENRY HITCHINGS,

Master of Evening Drawing Schools.

Boston, March 20, 1897.

REPORT OF HENRY W. POOR.

To the Director of Drawing, Boston Public Schools:

SIR: Your letter, dated March 3, 1897, asking for a brief report of my work in the Normal School was duly received, and it is with pleasure that I submit the following:

BOSTON NORMAL SCHOOL.

Course of Study in Drawing.

The object of the course in drawing is threefold:

1st. To give the pupil a knowledge of form, free-hand, and mechanical drawing, historic ornament, design, and color.

2d. To prepare the pupils to teach all the branches of the subject required in the primary and grammar schools.

3d. To give the pupils the power to illustrate any subject that may require illustrations, by making rapid sketches on the blackboard and on paper.

The instruction is largely on the best methods of presenting the various branches.

The pupils are required to take notes and illustrate them with sketches; also to prepare lessons which they are to give before the class, subject to criticism by the class and teacher.

The different subjects are taken in the following order:

Geometric Drawing.

Only such problems as will be useful to pupils.

Historic Ornament.

Three or more schools are studied as an introduction to design.

Geometric Design.

Those purely geometric ; those based on the laws of growth found in plants.

Plant Form Designs.

Here are presented the fundamental principles of design based on the laws of growth found in plants, and their application to the different kinds of decoration ; 1st, horizontal radiation about a centre ; 2d, vertical radiation from a point ; 3d, vertical radiation from a line ; 4th, balance or equipoise ; 5th, surface patterns, horizontal and vertical.

Constructive and Working Drawings.

1st, free-hand working drawings ; 2d, mechanical workings ; 3d, how to place dimensions on all working drawings.

Model and Object Drawing, and Practical Perspective.

1st, type solids ; 2d, natural objects ; 3d, manufactured objects.

Illustrative Drawing.

This work includes practice in drawing upon the black-board illustrations used in their other studies, geography, history, arithmetic, nature study, etc.

Form.

The principal object in the study of form is to prepare the pupils to teach modelling in clay, paper-folding and cutting, stick-laying, etc.

Color.

In the study of color the Normal pupils are qualified to direct the observation of children and instruct them, so as to give the knowledge of common colors and their names, together with their most important harmonies and contrasts.

The above is the outline of the work performed by all

members of the school during the first three terms of their course. During the fourth term that section of the senior class which has chosen drawing for its specialty pursues the study with special reference to the arrangement, method of treatment, and purpose of the work in primary and grammar grades. The following is a brief outline of this work :

Primary.

1st. Spontaneous sketches of children ; their character and value. Correlation of drawing and other primary studies. 2d. Form. Ends to be secured and methods of instruction. Details ; why important and how fixed in the mind. 3d. Drawing. Use and abuse of movement exercises, of eraser, of ruler. Object drawing. Memory drawing. Dictation. 4th. Design. The educational value of arrangement. Originality and how to foster it. 5th. Color. Why? What? How? The color sense. Use of color in other studies ; in arrangement.

Grammar.

1st. Pictorial and object drawing, illustrative sketching ; its utilization in other studies. Importance as a language. 2d. Constructive drawing. Its educational value. 3d. Decorative drawing. Its educational value. Types in historic ornament to be carefully studied. Guiding principles in all good design. Inspiration to be found in nature. Materials, methods, ideals. 4th. Color. Training the color sense. Use in design. The laws of harmony.

NOTE. — The Art Museum and Public Library are visited by the various classes under the direction of the teacher, for purposes of study.

HENRY W. POOR,
*Assistant to the Director of Drawing, in charge
of the work in the Boston Normal School.*

Boston, March 10, 1897.

PHYSICAL TRAINING.

REPORT THEREON OF DR. EDWARD M. HARTWELL, DIRECTOR.

To the Superintendent of Public Schools:

SIR: In accordance with your direction, I submit the following as the report of the Director of Physical Training for 1895-96:

So far as the affairs of the Department of Physical Training are concerned, the past year has been an unusually prosperous one. The conduct of gymnastic instruction on the part of the class teachers in the primary and grammar grades has been characterized by increasing interest and success, as was to be expected from the course of events in previous years.

The same schedule of requirements in respect to the year's work in gymnastics which was ordained for 1895-96 has continued in force during 1896-97. The schedule of requirements for the year to come will bear extension. I propose to extend it particularly in respect to the amount and character of the work in the grammar schools, inasmuch as there are many teachers of fourth and fifth classes (counting the entering primary class as first class) who are getting results which formerly were not commonly secured below the seventh or eighth class.

But the most noteworthy feature of the year is found in the expansion and improvement of the course of gymnastics in the case of certain high schools, which have been provided by the School Committee with gymnastic appliances for the first time. I consider the action of the School Committee in this direction one of capital importance, as to my mind

it betokens a recognition of the fact that pupils of high-school age require special facilities in the matter of physical training. If the forward step thus taken shall be followed by measures conceived in the same spirit the solution of the chief problem of this department will be materially hastened. Stated in general terms, that problem is how to develop in the schools of Boston a system of physical training which shall be approximately commensurate with the needs of the school population and be comparable in completeness and efficiency with the systems of school gymnastics which obtain in the more progressive provincial towns as well as in the leading capital cities of Europe.

The improvement in the high-school course of gymnastics, which signalizes the current year, has been rendered possible by the conjoint action of the Committee on Hygiene and Physical Training and of the Committee on High Schools, in response to my recommendations, seconding the requests of the head-masters that better facilities be provided for apparatus gymnastics in certain high schools for girls and in the Public Latin School for boys.

For several years the Charlestown High School was the only school of its kind belonging to the city of Boston which possessed a special room containing a reasonably fair supply of Swedish gymnastic machines. Of such machines the Brighton High School, in its old quarters, had a very limited supply in its assembly hall. None of the other high schools had any.

Since the date of my last report serviceable and approximately adequate sets of Swedish gymnastic apparatus have been provided for the use of the girls belonging to the Brighton and Roxbury High Schools, and also for the boys belonging to the fifth and sixth classes of the Public Latin School. Several pieces of portable apparatus have been placed in Curtis Hall, Jamaica Plain, for the use of the girls of the West Roxbury High School. The girls of the East

Boston High School have had the benefit of apparatus work, to some extent, in the gymnasium on Paris street, near the school, which was hired by the School Committee to serve as a drill hall and gymnasium for the East Boston High School.

As the building in question has recently been given to the city for a public gymnasium, it is to be hoped that suitable arrangements may be made with the Board of Park Commissioners who have it in charge, whereby its further use, under still more favorable circumstances, may be secured for the gymnastic instruction, not only of the girls of the East Boston High School, but also of the upper classes of such of the East Boston grammar schools as are located in its vicinity. The Lyman School is a block nearer to the Paris-street gymnasium than is the East Boston High School, it may be said.

The total number of high school girls, in 1895-96, who received instruction in Swedish apparatus gymnastics scarcely exceeded 250. During the year 1896-97 their number has increased to 820 in round numbers. Counting the boys belonging to Classes VI. and V. of the Public Latin School, about 150 in number, who have had two hours weekly, since Christmas, of gymnastic instruction in their refitted gymnasium, nearly 1,000 of our high school pupils now have apparatus gymnastics. This change has been effected without increasing the number of instructors in the employment of the city, through the provision of appropriate apparatus by the School Committee. It is proper to state that the enlarged facilities provided by the School Committee have been greatly appreciated and gladly availed of by the pupils, gymnastic teachers, and headmasters of the schools concerned. Thus far the result of the experiment has been highly satisfactory and bids fair to continue so.

Owing to the crowded condition of the building occupied

by the Girls' High and Latin Schools, the pupils in those schools, about one thousand in number, are precluded from enjoying the advantage of apparatus gymnastics. This is to be deplored, but cannot well be helped under present conditions. The work in these schools also suffers by reason of the undue size of the sections in gymnastics and the inability of the teachers to classify their pupils properly.

The class sections in gymnastics are likewise too large to permit of the best results both in the West Roxbury and East Boston High Schools. No teacher can do full justice to herself or her class when the latter numbers over fifty persons, much less when it numbers one hundred or more, as is now the case in some instances, *e.g.*, the Girls' Latin School.

Improvements in the programme as regards the time arrangements are still possible in several instances. Generally speaking two periods of fifty minutes each, corresponding to the "two hours of military drill" laid down for high school boys (excepting the sixth and fifth class boys of the Latin School who are exempt from drill), are devoted to gymnastic instruction in those schools where such instruction is given. Four half-hour periods per week, in my opinion, are much preferable to two periods of an hour each. In the Charlestown High School, but in no other, each gymnastic section has four periods of twenty-five minutes each per week, an arrangement which I must think contributes not a little to the excellent character of the gymnastic work in that school. It should also be noted that in this school, which was the first of the high schools to introduce thorough and diversified work in apparatus gymnastics, the advanced class is not excused from gymnastics, as is commonly the case.

Owing to exceptional conditions incident to the experimental character of the work Mr. Nissen has had immediate charge of the instruction in the Brighton High School and the Public Latin School. It seems to me important that he

should be relieved from classwork in these schools next year by the appointment of a competent woman in the Brighton School and of a competent man in the Latin School. I am convinced that the head-masters of the English High and Latin Schools would welcome an arrangement which should afford opportunity for all boys in their respective schools, who are excused from military drill, to receive genuine and systematic instruction in gymnastics.

The new provision of gymnastic apparatus has enabled this department to offer special instruction of an advanced character to teachers in the schools. Mr. Nissen's normal classes, held partly at the Roxbury High School and partly at the Latin School gymnasia, have been well attended by (1) teachers required to familiarize themselves with the principles of Ling gymnastics, (2) by women desirous of instruction in apparatus work and marching, and (3) by men similarly disposed.

The matter of gymnastic games has received considerable attention. Appliances for basket ball have been placed in the gymnasia of the Brighton, Roxbury, and West Roxbury High Schools. Simple games requiring at most a minimal amount of the simplest hand apparatus—*e.g.*, balls—have been experimentally introduced into certain high, grammar, and primary classes. An encouraging amount of interest has been aroused, and I propose, with your consent and that of the Committee on Hygiene and Physical Training, to recommend to the class teachers the description and rules of certain simple games which can be played in a school yard, a school hall, or a gymnasium.

In certain of the grammar schools which have attained a high degree of proficiency in free movements, there is a desire for some simple apparatus exercises. I am heartily in favor of introducing experimentally a few pieces of portable apparatus, which are relatively inexpensive, *e.g.*, balance beams, jumping stands, and the like, into such schools.

Such apparatus can be used in the school hall or in the corridors of some of the more modern buildings to great advantage and without inconvenience, as they are wholly portable, and easily moved and removed. The two upper classes in a considerable number of the grammar schools are prepared to profit by the introduction of the kind of apparatus alluded to. Less than one thousand dollars would be required to try the experiment on a fairly extensive scale.

I spent three months of 1896, including the greater part of the summer vacation, in visiting certain of the principal cities of Great Britain, and on the continent of Europe. As my principal object was the study of matters relating to hygiene and physical training, and as I was kindly granted six weeks leave of absence by the school authorities, it seems proper in this connection for me to allude to some of the results of my observations.

Being provided with credential letters from the Mayor of Boston, the United States Commissioner of Education, and the United States Commissioner of Labor, I was enabled to apply directly at headquarters wherever I went for information touching school-houses, public baths, and public playgrounds, gymnasia, etc. Every facility for acquiring information at first hand was freely accorded me by the heads of educational and other municipal departments, *e.g.*, in, the cities of Dublin, Glasgow, Liverpool, Manchester, Leeds, London, Paris, Berlin, Frankfort, Cologne, Vienna, and Budapest. Of the cities mentioned Dublin, Glasgow, Leeds, and Budapest were visited by me for the first time.

Comparing the impressions gained in 1896 with those derived from former studies I am led to the following general conclusions with regard to physical education in Great Britain, France, and Germany. Physical education as organized and administered in the public elementary and secondary schools of all these countries is of a more highly developed and efficient type than was the case on the occasion

of my last previous visit in 1890. On the whole it is, as heretofore, more intelligently conceived and better organized on the Continent than in the British Islands. In German cities there has been a wide and successful movement to supplement gymnastic training (which has long been more fully provided for than in French or British cities) by the development of gymnastic games and out-of-door sports, both within and beyond the jurisdiction of the regularly constituted school authorities. As a rule German cities now provide their schools with both gymnasia and playgrounds. The former are detached or semi-detached buildings, generally; the playgrounds in some instances form a part of the school yards, in others they are located in public parks or open spaces (as is more frequently the case in Britain and France), while in not a few cases special playgrounds are set apart for the school children of the city. In Paris and in London the school yards are used as playgrounds in the summer vacation, particularly in crowded districts. In Paris the school authorities maintain a large number of "vacation schools," which are officered by regular teachers. The "kinderhort" is peculiar to German schools. In it younger pupils, who otherwise would be left to their own devices while their parents are at work, remain on the school premises, under the charge of teachers specially detailed and paid for the purpose until evening; while in the kinderhort they may receive instruction in singing, manual training, and the like. "*Cantines scolaires*," which furnish a simple meal for a trifling sum, constitute a marked feature of the newer schools in Paris.

School gymnasia, either in the form of special rooms or special buildings, are increasing in number year by year in Scotch and English cities, as well as in France. It is only in the United States, where physical education is in a relatively backward and undeveloped state, that the cheap device of having school gymnastics in the aisles and corridors pre-

vails. The professional training and standing of directors and teachers of gymnastics is higher in France and Germany than in England. There has been more radical improvement and rapid progress in Paris than in London, Liverpool, or Berlin in the last six years.

Gymnastic apparatus in the school-yard is not uncommon in England and Germany. As a rule the school-yards are much more spacious and well adapted for school playground purposes in the cities of Europe than is the case in Boston and other American cities.

One of the most salient features of British city parks and open spaces is the varied and often ample space set apart for out-door games for children, youth, and adults. In the parks under control of the London County Council, for instance, there are no less than twenty-three open-air gymnasia, not to speak of fields for cricket, tennis, foot-ball, quoits, bowls, and even golf. Open-air swimming-pools are found in certain city parks of Manchester, Birmingham, and London, although public baths with swimming-pools are common in these as in most British cities. I found swimming-baths in schools in Glasgow and Liverpool. Special funds for instruction in swimming in connection with public or semi-public baths are now provided in London, Paris, and Frankfort.

The custom of providing school shower-baths in elementary German schools has so spread and deepened within the past ten years that they are now provided in all new school-houses as a rule. I examined such baths in Frankfort, Berlin, Budapest, and Cologne. The opinion regarding their practicability, cheapness, and value appears to be uniformly favorable. Such baths are usually found in the basement or on the ground floor. Latrines and other sanitary conveniences are only exceptionally to be found in the basements of the newer school buildings abroad, so far as my observation goes. Their banishment from the school-house leaves room for gymnasia and school-baths.

I may also remark that I could find no city in which the floors and corridors of the school buildings were not subjected, as a matter of course, to frequent and thorough washing and periodical scrubbing.

In respect to school architecture, school sanitation, school hygiene in most of its branches, and the medical supervision of schools, as well as in respect to school gymnasia and school playgrounds we have much more to learn from managers of European city schools than we have to teach, notwithstanding the progress we are making in such matters.

Respectfully submitted,

EDWARD M. HARTWELL.

Boston, March 15, 1897.

THE KINDERGARTENS.

REPORT THEREON OF LAURA FISHER,
DIRECTOR.

To the Superintendent of Public Schools:

SIR: In reporting upon the kindergartens of Boston I desire especially to bring to your attention the many ways, both direct and indirect, in which the kindergarten prepares the child for the primary school, and in which the school has succeeded in continuing the training begun in the kindergarten.

We are accustomed to the cry for connecting links between the kindergarten and the school, and are so engrossed in listening to the call that we are unmindful of the existing connections and of the special links already forged.

Two kinds of connection are possible: a general connection pertaining to what might be called aim and atmosphere, and a specific connection along the lines of definite exercises and kinds of work. I shall consider these in turn. But we must never forget that the kindergarten and the school represent different periods and stages of development. The kindergarten child is in a different mental and physical condition from the school child. The kindergarten age covers the period we call childhood as distinguished from the school age beginning with boy and girlhood.

Just as the nursery is designed for the child when he is not yet ready to go to the kindergarten, so the kindergarten meets the needs of the child before he is ready for the school.

The children who come from well-conducted kindergartens will be well prepared for the work of the school only when

they are really ready, mentally and physically, to pass into the school's keeping. Any hot-house measures, any undue haste is ill-advised and will result in retarding the pupil's development. This mistake is apt to be made wherever the school age is low, and wherever children are admitted into the school before they are prepared for it.

The first way in which the kindergarten breaks a path for the school lies in the fact that the children are accustomed to be away from home during regular periods daily, and are habituated to daily companionship and work with others. The child has lost that dread of the school and shyness of others which make the first days and weeks of school-life a period of misery, and are a great trial to teacher and pupil alike.

The great school virtues of regularity and punctuality, as well as order, have been cultivated. Attendance is not a matter of whims and caprices; the child has a sense of work and duty to be performed, and the winds of self-indulgence and variations of weather no longer determine his daily acts. He has learned in the kindergarten to coöperate with those about him, to control wayward impulses, to attend to business.

The atmosphere of the modern school and the kindergarten have much in common. In both the children are busy, happy participants in the work that is going on. Necessarily the school work is more formal, and has, for one of its purposes, the acquisition of definite knowledge in specific branches of study, the mastery of subjects not for the development of mental power alone, but that the pupil may know them. Therefore the discipline of the school must be more formal too, and the order somewhat different. In the school the child must learn to work and learns largely through work; in the kindergarten the child learns largely through play. In the school the pupil must learn to study by himself, to shut himself off from the doings of his neighbors,

to be blind and deaf to many things that do not immediately concern him. In the kindergarten, on the contrary, nearly everything is done by the children together; the interest of all is enlisted in the work of each; the child's social nature needs to be developed, his individuality needs broadening, and therefore the more informal exercises and order of the kindergarten. The seating of the children in the kindergarten is different from the manner of seating children in the school. This is not an accident, but is very important and arises out of the differences above mentioned.

The primary school has responded to the influence of the spirit of the kindergarten in the relation between teacher and pupils. We do not often see pupils fearing their teacher; they tell their simple personal tales, sure of finding a sympathetic listener; they share in each other's experiences, and no longer feel it necessary to whisper secretly. They speak freely and frankly, skip about joyously, and not only sing, but play, within the sacred walls of the school. The transition from the atmosphere of a good kindergarten to that of a good primary school is natural and easy. While each has its specific character meeting the needs of children of different ages, they have much in common, and the gap does not exist here.

It is self-evident that children accustomed to a certain amount of routine in the kindergarten conform more readily, without being deadened by it, to the routine of the school. They soon get used to the time-division, to the drill in such matters as getting ready for class work, marching to and from their seats, obeying signals, passing in and out of the building, listening to and executing orders, and accepting forms and customs which are school traditions. All these mechanical processes must be learned and must be regarded, as they have a distinct bearing upon school discipline and order. Then there is the general training of the observation, which makes the child wide awake and alert

and helps in the mastery of facts and the acquisition of all kinds of knowledge.

There is also the manual-work and training of the kindergarten which makes little hands dexterous and little fingers nimble; and which develops skill and power which the child applies whatever may be the instruments or implements he uses, from the book easily dropped from awkward, fumbling hands, to the pencil or brush requiring light and careful touch. Furthermore there are the habits of self-dependence, of busy, interested activity, of readily dropping one task to take up another, of concentrated effort, of welcoming difficulties to be conquered, and, above all, of attention to the exercise in hand, and controlling wandering thoughts and listless moods. All these things prepare the child to be a ready, studious, orderly, active pupil.

In speaking of the more specific ways in which the children attending our kindergartens are prepared for the work in the school, I shall consider in turn the main branches of study pursued in the primary school, and endeavor to show how the kindergarten directly and indirectly lays the foundation for them.

Considering reading first, we all recognize that it has two main aspects, the mastery of the written symbol and the interpretation of the idea or object for which the symbol stands: the mechanical side and the thought side.

To master the mechanical side of reading the pupil must quickly recognize the words in sentences used, and must readily translate into sounds the symbols recognized. The training of the eye and ear as intelligent servants of the mind is an absolute necessity in learning to read.

In the kindergarten the child is accustomed to ready identification, abundant illustration, and careful analysis of forms and their elements. It is an easy matter to direct the general power gained into specific lines, and the trained eye will readily see, observe, register, and apply familiar facts to new combinations.

The ear trained to note, and the tongue trained to the careful utterance of words spoken or melodies sung, cannot be deaf and dumb to the sounding of words and letters when the child enters the primary school.

But the great office of reading and allied language work is to give food for thought and to refine and humanize man. The child's reading is the first step in teaching him how to use books, and, through books, stored-up knowledge becomes the property of the individual. As books register the thoughts and experiences of men, they must presuppose the power to observe and the opportunity for experience. What the child reads and what is read to him is second-hand knowledge. It is something somebody else has discovered. He will be able to understand it only if he has the chance to make similar observations, and if he has analogous experiences which help him to interpret the same.

In books and in the spoken word the child finds the means of broadening his knowledge by using the knowledge of others; but if he knows nothing to begin with, all that he hears and reads will be dead lumber in his mind.

The kindergarten helps the school in this most important aspect of the teaching of reading. It is preëminently a school of observation and experience, and so gives vital meaning to the facts and events which the child's first books record. The child's contact with things, his observation of the aspects of nature and the occupations of man, the *habit of tracing and observing the processes and relations* of both, are the best foundations for profitable use of the simplest reading-book.

Furthermore, the kindergarten steeps the child in good literature, and believes in biassing the child's literary taste. The poems and stories used in the kindergarten are carefully chosen. They cultivate not only taste but the imagination, and fill the child's mind with thoughts that ennoble and uplift. They create the spiritual atmosphere in which the

child dwells and make him receptive to high ideals. His thought taken captive by healthful ideas shuns the idle and harmful things which easily find lodgment in vacant minds. I consider the vital experiences offered the child, and the thoughts embodied in the kindergarten plays, talks, poems, and stories most valuable contributions to child-education, and among the most significant links between the kindergarten and the school.

Writing, as a mechanical process, is prepared for by all the manual exercises of the kindergarten, but most directly by the use of the pencil in linear drawing. As reading is a form of thought impression or reception, writing is a form of thought expression, and the expression of thought in the form of spoken language is a part of the kindergarten training. The children are encouraged to tell what they have observed, or made, or done, to repeat stories related, and to invent original tales.

I believe everybody is agreed that the kindergarten children excel in a knowledge of form and number. In other words, the children here get their first training in mathematics, and as this is the first step in the science of nature, its value must be recognized. In the kindergarten the child manipulates objects, and is stimulated to observe simple numbers, their relations and combinations. The children count objects of the same kind and make their own numerical discoveries. They furthermore handle and construct with divisible objects, and get some idea of simple fractional parts. In the motto to the play called "Numbering the Fingers" Froebel says: "Man does not appreciate how great is the art of counting. He scarcely suspects the magnitude of his achievement in *making himself at home in space*."

To this mastery of things quantitatively, Froebel adds opportunities for a knowledge of quality, by means of form. By constant observation of geometric and natural forms the child becomes familiar with the same, and by using them in

construction he learns to appreciate their artistic value. The mathematical aspect of the kindergarten material has been a great temptation to teachers who have exaggerated the importance of the formal teaching of arithmetic and geometry to young children. The place for work of this kind is, where it is feasible, a connecting room between the kindergarten and the primary school, where children who have had the kindergarten training may continue the more advanced work suggested by Froebel, *e.g.*, exercises with blocks developing ideas of size, quantity, dimension, square and cubic contents, with clay and peas-work in the reproduction of crystal forms; and more advanced exercises in artistic construction and designing with tablets, sticks, and other materials. But in my opinion too much emphasis should not be placed on this phase of the work beyond the kindergarten: and the central and most essential lines of work in the school must always remain those held as most vital to the education of the school child.

Along the lines of art education the primary school is following many of the beginnings made in the kindergarten: the paper work, cardboard-modelling, clay-modelling, and stick-laying are all outgrowths of kindergarten work; and it has for many years been the hope of those most interested in the art education of young children in our schools, that the work begun in the kindergarten might be carried on through all succeeding grades in ever advancing forms. To construct simple but harmonious designs and objects, to combine carefully chosen colors, to reproduce with pencil, brush, or clay, objects in nature, to illustrate poems and stories thereby cultivating the imagination, to invent wholly original forms, are daily exercises in the kindergarten and lay the best foundation for art instruction.

The nature-work and observation of the kindergarten connects directly with the teaching of natural science and the first simple lessons in geography. The nature-work in

the kindergarten has two aspects, one of which makes prominent the use of natural objects (seeds, leaves, flowers, shells, etc.) for artistic purposes; the second aspect is that in which careful observation of natural objects and phenomena is emphasized. Plants and animals in the child's surroundings are noticed and talked about and cared for; sun, moon, stars, light, clouds, wind, water, rain, snow are observed, and the children learn to regard Nature's forms and processes, and begin to think about the relations of things. Furthermore the talks and excursions make them familiar with woods, streams, valleys, hills, and ocean, and they begin to realize how man uses natural conditions and products, how he conquers difficulties, how he invents means for bringing together the farthestmost ends of the earth, how indeed he makes himself the lord of all creation and puts himself into communion with nature and fellow-man.

Finally there are the songs and games of the kindergarten which, aside from their supreme value in the development of mind and heart, are the beginnings of more systematic physical training. The gymnastic element enters so largely into many of the kindergarten games that it often seems as though a great number of these movements might be utilized in the physical training given in the primary school. The validity of the kindergarten plays as an educational factor, is finding increasing recognition in the emphasis placed on the use of gymnastic games in the school, and the kindergarten method of appeal to the imagination is proving an aid in securing exact and uniform movements in school gymnastics. Both these tendencies in school gymnastic exercises indicate that something is needed as supplementary to formal gymnastics, in order to secure freedom from the strain upon the attention and the will which are involved in the latter; and also that in order to free the body, the mind needs to be directed away from the body.

From all these facts it seems to me that I am not claiming too much in asserting that the kindergarten is a distinct

preparation for the school along all the essential lines, and that many connections, and among these some of the most important, already exist. It is not the object of the kindergarten to do the work of the school; neither is it a question as to how much the child knows when he leaves the kindergarten and enters the school. It is the mission and aim of the kindergarten to enrich the child's nature and to develop and direct his powers into life-giving and spirit-sustaining channels. If it succeeds in bringing home to the child a premonition of the fact that his life is set in the midst of a "great, wide, wonderful world;" if it arouses his thought and stimulates him to observe and question; if it quickens his sympathies, stirs his imagination, makes active his creative will and helps him to respond to noble ideals it equips him far better for all subsequent education than if it taught him the sounds and signs of all the letters and made him familiar with all that Grube wished him to know.

It is the eternal hope of every faithful kindergartner that the children who pass from her influence may realize her dream, in that they are more awake to the beauties and duties of life and more in possession of their own powers because of the life they have lived and shared with each other in the kindergarten.

The kindergarten can never be a substitute for the primary school, neither can the latter ever be a substitute for the former, and no compromise will ever take the place of both. Each is dignified with a distinct sphere of its own, for each stands for something definite and necessary in the life and development of the child. One in aim, but differing in means and methods, they will continue side by side working together in friendly interest and mutual helpfulness to solve the problems of education.

Respectfully submitted,

LAURA FISHER.

Boston, April 2, 1897.

SEMI-ANNUAL STATISTICS

OF THE

BOSTON PUBLIC SCHOOLS.

JUNE, 1897.

SCHOOL CENSUS. — *May, 1897.*

| | |
|---------------------------------------------------------------|--------|
| Number of children in Boston between the ages of 5 and 15.... | 81,947 |
| Number reported as attending public schools | 61,850 |
| “ “ “ “ private schools..... | 12,272 |

Whole number of different pupils registered in the public schools during the year 1897: Boys, 41,386; girls, 40,469; total, 81,855.

EXPENDITURES. — *1897.*

| | | |
|---------------------------------------|-------------|----|
| Salaries of instructors | \$1,663,792 | 74 |
| “ officers | 66,290 | 84 |
| “ janitors | 131,560 | 50 |
| Fuel, gas, and water | 82,804 | 09 |
| Supplies and incidentals: | | |
| Books | \$53,357 | 81 |
| Printing..... | 6,383 | 23 |
| Stationery and drawing materials..... | 24,631 | 76 |
| Miscellaneous items..... | 47,365 | 21 |
| | 131,738 | 01 |
| School-house repairs, etc. | 225,973 | 76 |
| Expended from the appropriation | \$2,302,159 | 94 |
| “ income of Gibson Fund..... | 1,191 | 38 |
| Total expenditure..... | \$2,303,351 | 32 |
| School-houses and lots (special)..... | 729,655 | 37 |
| Total expenditures..... | \$3,033,006 | 69 |

INCOME.

| | | |
|-------------------------------------------|-------------|----|
| School Committee | \$39,500 | 83 |
| Sale of old buildings and sites..... | 937 | 68 |
| Total income | 40,438 | 51 |
| Net expenditures for public schools | \$2,992,568 | 18 |

SUMMARY.

June 30, 1897.

| GENERAL SCHOOLS. | No. of Schools. | No. of Regular Teachers. | | | Average No. Pupils Belonging. | Average Attendance. | Average Absence. | Per cent. of Attendance. | No. at Date. |
|--------------------------|-----------------|--------------------------|--------|--------|-------------------------------|---------------------|------------------|--------------------------|--------------|
| | | Men. | Women. | Total. | | | | | |
| Normal | 1 | 2 | 9 | 11 | 231 | 219 | 12 | 94.8 | 226 |
| Latin and High | 11 | 77 | 86 | 163 | 4,300 | 4,009 | 291 | 93.2 | 4,101 |
| Grammar | 56 | 119 | 657 | 776 | 35,027 | 31,958 | 3,069 | 91.2 | 34,015 |
| Primary | 529 | . . . | 529 | 529 | 27,694 | 23,798 | 3,896 | 85.9 | 27,688 |
| Kindergartens | 64 | . . . | 125 | 125 | 3,640 | 2,591 | 1,049 | 71.1 | 3,705 |
| Totals | 661 | 198 | 1,406 | 1,604 | 70,892 | 62,575 | 8,317 | 88.2 | 69,735 |

| SPECIAL SCHOOLS. | No. Schools. | No. of Regular Teachers. | Average No. Pupils Belonging. | Average Attendance. | Average Absence. | Per cent. of Attendance. | No. at Date. |
|-------------------------------|--------------|--------------------------|-------------------------------|---------------------|------------------|--------------------------|--------------|
| Horace Mann | 1 | 13 | 113 | 96 | 17 | 84.9 | 112 |
| Spectacle Island | 1 | 1 | 24 | 22 | 2 | 91.6 | 25 |
| Evening High: Central | 1 | 26 | 1,803 | 1,373 | 430 | 76.1 | |
| Charlestown Branch | . . . | 6 | 186 | 150 | 36 | 80.6 | |
| East Boston Branch | . . . | 6 | 151 | 119 | 32 | 78.8 | |
| Evening Elementary | 12 | 145 | 3,082 | 2,014 | 1,068 | 65.3 | |
| Evening Drawing | 5 | 27 | 577 | 455 | 122 | 78.8 | |
| Totals | 20 | 224 | 5,936 | 4,229 | 1,707 | 71.0 | |

SPECIAL TEACHERS.

Not included in the two preceding tables.

| | Men. | Women. | Total. |
|---------------------------------------------------------------------------------------------------|------|--------|--------|
| Kindergartening: Director | | 1 | |
| Normal School: Teacher of theory and practice | | 1 | 1 |
| Chemistry: Girls' High School: Teacher | | 1 | 1 |
| Girls' High School: Laboratory Assistant | | 1 | 1 |
| Roxbury High School: Laboratory Assistant | 1 | | 1 |
| Physical Training: Director and Assistant | 2 | | 2 |
| Girls' High School: Instructor | | 1 | 1 |
| Roxbury High School: Instructor | | 1 | 1 |
| Charlestown High School: Instructor | | 1 | 1 |
| Vocal and Physical Culture: Girls' Latin School and East Boston High School: Instructor | | 1 | 1 |
| Modern Languages: Assistant Instructors | 3 | | 3 |
| Drawing: Director and Assistants | 3 | | 3 |
| Music: Instructors and Assistant Instructors | 4 | 4 | 8 |
| Military Drill: Instructor | 1 | | 1 |
| Sewing: Instructors | | 35 | 35 |
| Cookery: Principal and Instructors | | 15 | 15 |
| Woodworking: Principal and Instructors | 7 | 14 | 21 |
| Totals | 21 | 76 | 97 |

NORMAL AND HIGH SCHOOLS.

Semi-Annual Returns to June 30, 1897.

| | Average Whole Number. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Head-Masters. | Masters. | Junior-Masters. | Asst. Principals. | Assistants. | Instructors. | Assistant Instructors. |
|------------------------------|-----------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|---------------|----------|-----------------|-------------------|-------------|--------------|------------------------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | | | | | |
| Normal | ... | 231 | 231 | .. | 219 | 219 | 12 | 95 | 1 | 1 | . | . | 9 | . | .. |
| Latin | 592 | ... | 592 | 567 | ... | 567 | 25 | 96 | 1 | 9 | 12 | . | . | . | .. |
| Girls' Latin | ... | 303 | 303 | .. | 282 | 282 | 21 | 93 | . | 1 | . | . | 10 | . | .. |
| Brighton High | 58 | 127 | 185 | 55 | 118 | 173 | 12 | 94 | . | 2 | . | . | 5 | . | .. |
| Charlestown High | 76 | 166 | 242 | 71 | 147 | 218 | 24 | 90 | 1 | . | 1 | . | 7 | . | .. |
| Dorchester High | 98 | 161 | 259 | 91 | 145 | 236 | 23 | 91 | 1 | . | 1 | . | 7 | . | .. |
| East Boston High | 83 | 112 | 195 | 76 | 101 | 177 | 18 | 91 | 1 | . | 1 | . | 5 | . | .. |
| English High | 817 | ... | 817 | 764 | ... | 764 | 53 | 94 | 1 | 9 | 16 | . | . | . | .. |
| Girls' High | ... | 804 | 804 | .. | 743 | 743 | 61 | 92 | 1 | 1 | . | 1 | 22 | . | .. |
| Mechanic Arts High | 211 | ... | 211 | 201 | ... | 201 | 10 | 95 | 1 | . | 3 | . | 5 | . | 1 |
| Roxbury High | 147 | 367 | 514 | 140 | 342 | 482 | 32 | 94 | 1 | . | 3 | 1 | 13 | . | .. |
| West Roxbury High | 39 | 139 | 178 | 38 | 128 | 166 | 12 | 93 | . | 1 | 1 | . | 6 | . | .. |
| Totals | 2,121 | 2,410 | 4,531 | 2,003 | 2,225 | 4,228 | 303 | 93 | 9 | 24 | 38 | 2 | 84 | 5 | 1 |

EVENING SCHOOLS.

October, 1896 — March, 1897.

HIGH AND ELEMENTARY.

| | Number of Sessions. | Whole No. Registered. | Average No. Belonging. | AVERAGE ATTENDANCE. | | | Av. No. Teachers, including Principal. | Av. No. Pupils, exc. Principal, per Evening. |
|--------------------------|---------------------|-----------------------|------------------------|---------------------|--------|--------|----------------------------------------|----------------------------------------------|
| | | | | Men. | Women. | Total. | | |
| High | 111 | 2,565 | 1,803 | 762 | 611 | 1,373 | 26 | 55 |
| High, Ch'n Branch . . . | 67 | 381 | 186 | 81 | 69 | 150 | 6 | 28 |
| High, E.B. Branch . . . | 68 | 307 | 151 | 65 | 54 | 119 | 6 | 23 |
| Bigelow, S.B. | 117 | 563 | 253 | 101 | 66 | 167 | 12 | 15 |
| Comins, Rox. | 106 | 567 | 303 | 127 | 53 | 180 | 13 | 16 |
| Dearborn, Rox. | 106 | 402 | 139 | 63 | 28 | 91 | 8 | 13 |
| Eliot | 116 | 1,285 | 615 | 271 | 93 | 364 | 21 | 19 |
| Franklin | 112 | 917 | 471 | 166 | 157 | 323 | 23 | 15 |
| Lincoln, S.B. | 107 | 212 | 108 | 44 | 32 | 76 | 7 | 14 |
| Lyman, E.B. | 107 | 318 | 137 | 68 | 23 | 91 | 8 | 14 |
| Mather, Dor. | 59 | 246 | 102 | 55 | 21 | 76 | 7 | 12 |
| Quincy | 108 | 625 | 221 | 107 | 45 | 152 | 11 | 16 |
| Warren, Ch'n | 106 | 367 | 180 | 75 | 29 | 104 | 8 | 15 |
| Washington Allston, Bri. | 58 | 202 | 120 | 80 | 18 | 98 | 7 | 15 |
| Wells | 117 | 1,332 | 433 | 167 | 125 | 292 | 20 | 15 |
| Totals | 1,465 | 10,289 | 5,222 | 2,232 | 1,424 | 3,656 | 183 | 22 |

DRAWING.

| | Number of Sessions. | Whole No. Registered. | Average No. Belonging. | AVERAGE ATTENDANCE. | | | Av. No. Teachers, including Principal. | Av. No. Pupils to a Teacher, exc. Principal. |
|-------------------------|---------------------|-----------------------|------------------------|---------------------|-----------|--------|----------------------------------------|----------------------------------------------|
| | | | | Men. | Women. | Total. | | |
| Charlestown | 66 | 218 | 110 | 78 | 21 | 99 | 7 | 17 |
| East Boston | 66 | 153 | 70 | 45 | 9 | 54 | 3 | 27 |
| Mechanic Arts | 66 | 253 | 150 | 109 | | 109 | 6 | 27 |
| Roxbury | 66 | 282 | 88 | 61 | 12 | 73 | 4 | 24 |
| Roxbury (Second Ses'n) | 40 | | 46 | 32 | 1 | 33 | 2 | 33 |
| Warren Avenue | 66 | 234 | 113 | 61 | 26 | 87 | 5 | 22 |
| Totals | 370 | 1,140 | 577 | 386 | 69 | 455 | 27 | 21 |

NORMAL, LATIN, AND HIGH SCHOOLS, CLASSIFICATION AND AGES, JUNE 30, 1897.

| Schools. | First-year class. | Second-year class. | Third-year class. | Fourth-year class. | Fifth-year class. | Sixth-year class. | Out-of-course (class. | Whole number at date. | 11 years. | 12 years. | 13 years. | 14 years. | 15 years. | 16 years. | 17 years. | 18 years. | 19 years. | 20 years. | 21 years and over. |
|------------------------------|-------------------|--------------------|-------------------|--------------------|-------------------|-------------------|-----------------------|-----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|--------------------|
| Normal | 99 | 102 | 25 | 81 | 61 | 51 | 127 | 226 | 5 | 31 | 49 | 100 | 109 | 129 | 85 | 17 | 37 | 58 | 113 |
| Latin | 70 | 90 | 101 | 81 | 61 | 51 | 127 | 581 | 5 | 31 | 49 | 100 | 109 | 129 | 85 | 55 | 23 | 4 | ... |
| Girls' Latin | 34 | 22 | 55 | 50 | 42 | 32 | 59 | 294 | 4 | 12 | 25 | 38 | 54 | 65 | 42 | 29 | 17 | 8 | ... |
| Brighton High | 85 | 44 | 37 | 8 | ... | ... | ... | 174 | ... | ... | ... | 9 | 34 | 46 | 46 | 30 | 7 | 1 | 1 |
| Charlestown High | 95 | 57 | 48 | 23 | ... | ... | ... | 223 | ... | ... | 2 | 8 | 37 | 60 | 61 | 27 | 22 | 4 | 2 |
| Dorchester High | 97 | 75 | 55 | 19 | ... | ... | ... | 246 | ... | ... | ... | 5 | 43 | 87 | 62 | 38 | 10 | 1 | ... |
| East Boston High | 84 | 49 | 35 | 8 | ... | ... | ... | 176 | ... | ... | 3 | 14 | 24 | 52 | 49 | 23 | 9 | 2 | ... |
| English High | 385 | 207 | 160 | 32 | ... | ... | ... | 784 | ... | ... | 11 | 61 | 185 | 232 | 165 | 81 | 35 | 7 | 7 |
| Girls' High | 329 | 192 | 152 | 77 | ... | ... | ... | 750 | ... | ... | 4 | 31 | 129 | 174 | 194 | 138 | 61 | 14 | 5 |
| Mechanic Arts High | 133 | 39 | 28 | ... | ... | ... | ... | 200 | ... | ... | 1 | 11 | 28 | 64 | 41 | 34 | 10 | 9 | 2 |
| Roxbury High | 202 | 147 | 107 | 45 | ... | ... | ... | 501 | ... | ... | 2 | 18 | 82 | 117 | 134 | 91 | 40 | 13 | 4 |
| West Roxbury High | 72 | 44 | 48 | 8 | ... | ... | ... | 172 | ... | ... | ... | 5 | 43 | 35 | 49 | 27 | 10 | 2 | 1 |
| Totals | 1,685 | 1,068 | 851 | 351 | 103 | 83 | 186 | 4,327 | 9 | 43 | 97 | 300 | 768 | 1,052 | 929 | 590 | 281 | 123 | 135 |

NORMAL AND HIGH SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June 30, 1897.

| | No. of Reg. Teachers. | Average No. of Pupils. | Average No. of Pupils to a Regular Teacher. |
|--------------------------|--------------------------|---------------------------|------------------------------------------------------|
| Normal | 10 | 231 | 23.1 |
| Latin | 21 | 592 | 28.1 |
| Girls' Latin | 11 | 303 | 27.5 |
| Brighton High | 6 | 185 | 30.8 |
| Charlestown High | 8 | 242 | 30.2 |
| Dorchester High | 8 | 259 | 32.3 |
| East Boston High | 6 | 195 | 32.5 |
| English High | 25 | 817 | 32.6 |
| Girls' High | 24 | 804 | 33.5 |
| Mechanic Arts High | 9 | 211 | 23.4 |
| Roxbury High | 17 | 514 | 30.2 |
| West Roxbury High | 7 | 178 | 25.4 |
| Totals | 152 | 4,531 | 29.8 |

Graduates, June, 1897.

| | Regular Course. | | Four Years' Course. | | Totals. |
|--------------------------|-----------------|--------|---------------------|--------|---------|
| | Men. | Women. | Men. | Women. | |
| Normal | | 102 | | | 102 |
| Latin | 50 | | | | 50 |
| Girls' Latin | | 32 | | | 32 |
| Brighton High | 8 | 29 | 2 | 6 | 45 |
| Charlestown High | 8 | 37 | 5 | 18 | 68 |
| Dorchester High | 13 | 32 | 3 | 11 | 59 |
| East Boston High | 11 | 20 | | 4 | 35 |
| English High | 143 | | 22 | | 165 |
| Girls' High | | 138 | | 75 | 213 |
| Mechanic Arts High | 23 | | 3 | | 26 |
| Roxbury High | 30 | 78 | 10 | 30 | 148 |
| West Roxbury High | 9 | 31 | 7 | 1 | 48 |
| Totals. | 295 | 499 | 52 | 145 | 991 |

GRAMMAR SCHOOLS.

Semi-annual Returns to June 30, 1897.

| | Average whole Number. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Masters. | Sub-Masters. | 1st Assistants. | Assistants. |
|------------------------------|-----------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|----------|--------------|-----------------|-------------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | | |
| Adams | 207 | 189 | 396 | 181 | 167 | 348 | 48 | 88 | 1 | 1 | 1 | 7 |
| Agassiz | 589 | 10 | 599 | 549 | 9 | 558 | 41 | 93 | 1 | 2 | 1 | 10 |
| Bennett | 288 | 264 | 552 | 274 | 248 | 522 | 30 | 95 | 1 | 2 | 1 | 8 |
| Bigelow | 737 | . . . | 737 | 687 | . . . | 687 | 50 | 93 | 1 | 2 | 1 | 12 |
| Bowditch | . . . | 552 | 552 | . . . | 512 | 512 | 40 | 93 | 1 | . . | 2 | 9 |
| Bowdoin | . . . | 448 | 448 | . . . | 397 | 397 | 51 | 88 | 1 | . . | 2 | 8 |
| Brimmer | 527 | . . . | 527 | 469 | . . . | 469 | 58 | 89 | 1 | 2 | 1 | 8 |
| Bunker Hill | 275 | 238 | 513 | 252 | 213 | 465 | 48 | 91 | 1 | 1 | 2 | 8 |
| Chapman | 313 | 313 | 626 | 289 | 281 | 570 | 56 | 91 | 1 | 1 | 2 | 10 |
| Charles Sumner | 488 | 424 | 912 | 453 | 379 | 832 | 80 | 91 | 1 | 1 | 2 | 16 |
| Christopher Gibson | 300 | 321 | 621 | 280 | 294 | 574 | 47 | 92 | 1 | . . | 3 | 10 |
| Comins | 299 | 296 | 595 | 276 | 267 | 543 | 52 | 91 | 1 | 1 | 2 | 8 |
| Dearborn | 417 | 343 | 760 | 382 | 310 | 692 | 68 | 91 | 1 | 1 | 2 | 12 |
| Dillaway | . . . | 736 | 736 | . . . | 648 | 648 | 88 | 88 | 1 | . . | 2 | 12 |
| Dudley | 675 | . . . | 675 | 630 | . . . | 630 | 45 | 93 | 1 | 2 | 1 | 11 |
| Dwight | 632 | . . . | 632 | 577 | . . . | 577 | 55 | 91 | 1 | 2 | 1 | 10 |
| Edward Everett | 208 | 236 | 444 | 192 | 216 | 408 | 36 | 92 | 1 | 1 | 2 | 8 |
| Eliot | 1,152 | . . . | 1,152 | 1,052 | . . . | 1,052 | 100 | 91 | 1 | 3 | 1 | 22 |
| Emerson | 449 | 451 | 900 | 408 | 406 | 814 | 86 | 90 | 1 | 1 | 3 | 14 |
| Everett | . . . | 681 | 681 | . . . | 597 | 597 | 84 | 88 | 1 | . . | 2 | 11 |
| Franklin | . . . | 652 | 652 | . . . | 579 | 579 | 73 | 89 | 1 | . . | 2 | 12 |
| Frothingham | 306 | 294 | 600 | 279 | 266 | 545 | 55 | 91 | 1 | 1 | 2 | 9 |
| Gaston | . . . | 785 | 785 | . . . | 709 | 709 | 76 | 90 | 1 | . . | 2 | 13 |
| George Putnam | 203 | 249 | 452 | 187 | 221 | 408 | 44 | 90 | 1 | 1 | 1 | 7 |
| Gilbert Stuart | 198 | 216 | 414 | 186 | 200 | 386 | 28 | 93 | 1 | 1 | 1 | 6 |
| Hancock | . . . | 838 | 838 | . . . | 763 | 763 | 75 | 91 | 1 | . . | 2 | 16 |
| Harris | 237 | 205 | 442 | 221 | 189 | 410 | 32 | 93 | 1 | 1 | 1 | 7 |
| Harvard | 291 | 330 | 621 | 271 | 299 | 570 | 51 | 92 | 1 | 1 | 2 | 10 |

GRAMMAR SCHOOLS. — *Concluded.*

| | Average whole Number. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Masters. | Sub-Masters. | 1st Assistants. | Assistants. |
|------------------------------|-----------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|----------|--------------|-----------------|-------------|
| | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | | |
| Henry L. Pierce | 366 | 374 | 740 | 341 | 342 | 683 | 57 | 92 | 1 | 2 | 1 | 11 |
| Hugh O'Brien | 473 | 363 | 836 | 438 | 332 | 770 | 66 | 92 | 1 | 1 | 2 | 13 |
| Hyde | 520 | 520 | 1,040 | 483 | 483 | 966 | 37 | 93 | 1 | 1 | 2 | 10 |
| John A. Andrew | 406 | 279 | 685 | 370 | 248 | 618 | 67 | 90 | 1 | 1 | 2 | 12 |
| Lawrence | 774 | 774 | 1,548 | 734 | 734 | 1,468 | 40 | 95 | 1 | 2 | 1 | 13 |
| Lewis | 389 | 420 | 818 | 357 | 393 | 750 | 68 | 92 | 1 | 1 | 3 | 11 |
| Lincoln | 575 | 575 | 1,150 | 530 | 530 | 1,060 | 45 | 92 | 1 | 2 | 1 | 9 |
| Lowell | 522 | 519 | 1,041 | 474 | 462 | 936 | 105 | 90 | 1 | 1 | 2 | 16 |
| Lyman | 354 | 236 | 590 | 322 | 212 | 534 | 56 | 91 | 1 | 1 | 2 | 10 |
| Martin | 200 | 189 | 389 | 181 | 172 | 353 | 36 | 91 | 1 | 1 | 1 | 7 |
| Mather | 426 | 423 | 849 | 389 | 376 | 765 | 84 | 90 | 1 | 2 | 2 | 13 |
| Minot | 151 | 173 | 324 | 141 | 160 | 301 | 23 | 93 | 1 | 1 | 1 | 6 |
| Norcross | 588 | 588 | 1,176 | 534 | 534 | 1,068 | 54 | 91 | 1 | 1 | 2 | 11 |
| Phillips | 1,043 | 1,043 | 2,086 | 946 | 946 | 1,892 | 97 | 91 | 1 | 3 | 1 | 16 |
| Prescott | 256 | 218 | 474 | 239 | 202 | 441 | 33 | 93 | 1 | 1 | 1 | 7 |
| Prince | 226 | 308 | 534 | 211 | 284 | 495 | 39 | 93 | 1 | 1 | 1 | 9 |
| Quincy | 482 | 482 | 964 | 411 | 411 | 822 | 71 | 85 | 1 | 2 | 1 | 7 |
| Rice | 436 | 436 | 872 | 399 | 399 | 798 | 37 | 92 | 1 | 2 | 2 | 6 |
| Robert G. Shaw | 161 | 173 | 334 | 149 | 159 | 308 | 26 | 92 | 1 | 1 | 2 | 5 |
| Roger Clap | 200 | 205 | 405 | 189 | 192 | 381 | 24 | 94 | 1 | 1 | 1 | 5 |
| Sherwin | 512 | 512 | 1,024 | 477 | 477 | 954 | 35 | 93 | 1 | 2 | 1 | 7 |
| Shurtleff | 605 | 605 | 1,210 | 543 | 543 | 1,086 | 62 | 90 | 1 | 1 | 2 | 11 |
| Thomas N. Hart | 505 | 505 | 1,010 | 479 | 479 | 958 | 26 | 95 | 1 | 1 | 1 | 8 |
| Tileston | 142 | 133 | 275 | 131 | 121 | 252 | 23 | 92 | 1 | 1 | 1 | 5 |
| Warren | 310 | 304 | 614 | 291 | 284 | 575 | 39 | 94 | 1 | 1 | 2 | 10 |
| Washington Allston | 418 | 451 | 869 | 381 | 401 | 782 | 87 | 90 | 1 | 2 | 2 | 16 |
| Wells | 663 | 663 | 1,326 | 602 | 602 | 1,204 | 61 | 91 | 1 | 1 | 2 | 11 |
| Winthrop | 685 | 685 | 1,370 | 611 | 611 | 1,222 | 74 | 89 | 1 | 1 | 2 | 12 |
| Totals | 18,118 | 16,909 | 35,027 | 16,675 | 15,283 | 31,958 | 3,069 | 91 | 56 | 58 | 91 | 571 |

GRAMMAR SCHOOLS.
Number of Pupils in each Class, whole Number, and Ages, June 30, 1897.

| | First Class. | Second Class. | Third Class. | Fourth Class. | Fifth Class. | Sixth Class. | Ungraded Class. | Whole number. | Under eight years. | Eight years. | Nine years. | Ten years. | Eleven years. | Twelve years. | Thirteen years. | Fourteen years. | Fifteen years. | Sixteen years. | Seventeen years. | Eighteen years and over. |
|------------------------------|--------------|---------------|--------------|---------------|--------------|--------------|-----------------|---------------|--------------------|--------------|-------------|------------|---------------|---------------|-----------------|-----------------|----------------|----------------|------------------|--------------------------|
| Adams | 35 | 44 | 52 | 65 | 90 | 55 | 34 | 375 | . . . | 4 | 25 | 48 | 76 | 69 | 65 | 51 | 25 | 12 | . . . | . . . |
| Agassiz | 45 | 78 | 91 | 98 | 98 | 112 | 23 | 545 | . . . | 7 | 34 | 72 | 89 | 96 | 93 | 71 | 58 | 19 | 6 | . . . |
| Bennett | 93 | 51 | 83 | 101 | 106 | 105 | . . . | 539 | . . . | 8 | 30 | 73 | 91 | 80 | 76 | 86 | 65 | 24 | 5 | 1 |
| Bigelow | 47 | 77 | 97 | 182 | 158 | 157 | . . . | 718 | 1 | 20 | 66 | 116 | 122 | 135 | 144 | 69 | 37 | 8 | . . . | . . . |
| Bowditch | 83 | 48 | 101 | 104 | 100 | 47 | 29 | 512 | . . . | 6 | 36 | 68 | 63 | 81 | 90 | 81 | 43 | 29 | 12 | 3 |
| Bowdoin | 50 | 46 | 71 | 48 | 91 | 91 | 36 | 433 | . . . | 6 | 24 | 58 | 59 | 77 | 76 | 63 | 39 | 22 | 8 | 1 |
| Brimmer | 44 | 34 | 93 | 86 | 98 | 100 | 39 | 494 | . . . | 6 | 30 | 65 | 73 | 103 | 98 | 69 | 29 | 17 | 4 | . . . |
| Bunker Hill | 42 | 49 | 69 | 83 | 108 | 129 | 18 | 498 | . . . | 6 | 36 | 67 | 76 | 84 | 90 | 68 | 47 | 19 | 5 | . . . |
| Chapman | 77 | 85 | 95 | 134 | 113 | 101 | 15 | 620 | . . . | 3 | 46 | 88 | 93 | 113 | 111 | 83 | 49 | 22 | 10 | 2 |
| Chas. Sumner | 79 | 80 | 136 | 198 | 194 | 200 | . . . | 887 | . . . | 6 | 80 | 141 | 165 | 151 | 151 | 112 | 57 | 17 | 6 | 1 |
| Christopher Gibson | 75 | 88 | 97 | 99 | 124 | 161 | . . . | 644 | . . . | 16 | 46 | 103 | 96 | 107 | 103 | 78 | 50 | 33 | 12 | . . . |
| Comins | 51 | 93 | 98 | 104 | 116 | 119 | . . . | 581 | . . . | 5 | 40 | 69 | 91 | 163 | 106 | 84 | 54 | 25 | 4 | . . . |
| Dearborn | 108 | 61 | 97 | 83 | 186 | 170 | 38 | 743 | . . . | 5 | 50 | 91 | 129 | 136 | 126 | 111 | 67 | 24 | 4 | . . . |
| Dillaway | 81 | 87 | 112 | 164 | 167 | 104 | . . . | 715 | . . . | 2 | 33 | 88 | 120 | 133 | 126 | 100 | 66 | 39 | 8 | . . . |
| Dudley | 41 | 87 | 85 | 89 | 109 | 149 | 77 | 637 | 1 | 7 | 49 | 97 | 82 | 104 | 103 | 101 | 51 | 32 | 7 | 3 |
| Dwight | 38 | 82 | 95 | 148 | 102 | 99 | 34 | 598 | . . . | 5 | 27 | 90 | 121 | 104 | 109 | 86 | 37 | 14 | 5 | . . . |
| Edward Everett | 63 | 65 | 69 | 75 | 79 | 82 | . . . | 433 | . . . | 4 | 31 | 64 | 71 | 71 | 71 | 65 | 37 | 13 | 4 | 2 |
| Elliot | 47 | 50 | 133 | 142 | 152 | 213 | 360 | 1,097 | 10 | 34 | 73 | 183 | 169 | 191 | 190 | 146 | 70 | 23 | 8 | . . . |
| Emerson | 81 | 118 | 128 | 176 | 116 | 249 | . . . | 868 | . . . | 12 | 67 | 129 | 122 | 143 | 127 | 127 | 79 | 48 | 12 | 2 |
| Everett | 68 | 88 | 96 | 134 | 115 | 108 | 35 | 645 | . . . | 8 | 46 | 79 | 90 | 114 | 107 | 91 | 63 | 29 | 12 | 6 |
| Franklin | 42 | 44 | 80 | 127 | 128 | 107 | 63 | 591 | . . . | 4 | 34 | 80 | 97 | 124 | 104 | 104 | 72 | 41 | 27 | 8 |
| Frothingham | 90 | 57 | 84 | 100 | 106 | 108 | 29 | 574 | . . . | 6 | 51 | 95 | 94 | 102 | 99 | 76 | 36 | 14 | 1 | . . . |
| Gaston | 52 | 94 | 95 | 155 | 215 | 156 | . . . | 767 | . . . | 9 | 54 | 98 | 124 | 117 | 124 | 99 | 76 | 50 | 15 | 1 |
| George Putnam | 36 | 45 | 47 | 101 | 99 | 109 | . . . | 437 | . . . | 3 | 24 | 49 | 92 | 87 | 68 | 61 | 36 | 11 | 5 | 1 |
| Gilbert Stuart | 36 | 52 | 64 | 68 | 76 | 115 | . . . | 411 | . . . | 9 | 35 | 65 | 67 | 62 | 60 | 54 | 42 | 14 | 2 | 1 |

| | | | | | | | | | | | | | | | | | | | | |
|-------------------------|-------|-------|-------|-------|-------|-------|-------|--------|-----|-----|-------|-------|-------|-------|-------|-------|-------|-------|-----|-----|
| Hancock | 32 | 48 | 56 | 95 | 135 | 168 | 276 | 804 | 4 | 20 | 59 | 125 | 133 | 170 | 155 | 84 | 40 | 9 | 5 | ... |
| Harris | 46 | 59 | 52 | 84 | 101 | 102 | ... | 444 | ... | 7 | 27 | 50 | 67 | 84 | 91 | 50 | 46 | 17 | 5 | ... |
| Harvard | 42 | 79 | 90 | 91 | 94 | 161 | 28 | 585 | 1 | 18 | 35 | 93 | 88 | 97 | 87 | 72 | 54 | 33 | 5 | 2 |
| Henry L. Pierce | 112 | 76 | 80 | 182 | 131 | 89 | 54 | 724 | ... | 13 | 57 | 94 | 120 | 121 | 94 | 92 | 86 | 34 | 10 | 3 |
| Hugh O'Brien | 46 | 146 | 156 | 146 | 146 | 174 | ... | 814 | ... | 9 | 34 | 97 | 112 | 165 | 129 | 72 | 31 | 3 | ... | ... |
| Hyde | 49 | 96 | 113 | 112 | 114 | 116 | 38 | 638 | ... | 17 | 31 | 76 | 84 | 100 | 102 | 104 | 82 | 37 | 4 | 1 |
| J. A. Andrew | 51 | 50 | 118 | 95 | 149 | 162 | 41 | 666 | 1 | 10 | 41 | 105 | 127 | 137 | 99 | 74 | 46 | 21 | 4 | ... |
| Lawrence | 53 | 81 | 97 | 84 | 165 | 193 | 64 | 737 | 7 | 23 | 71 | 125 | 123 | 144 | 123 | 81 | 35 | 4 | 1 | ... |
| Lewis | 102 | 104 | 126 | 138 | 163 | 163 | ... | 796 | ... | 8 | 53 | 84 | 128 | 131 | 127 | 134 | 83 | 35 | 12 | 1 |
| Lincoln | 55 | 65 | 61 | 84 | 127 | 158 | ... | 550 | ... | 11 | 44 | 79 | 99 | 99 | 91 | 68 | 42 | 14 | 3 | ... |
| Lowell | 103 | 182 | 168 | 204 | 156 | 214 | ... | 1,027 | ... | 10 | 64 | 108 | 170 | 182 | 222 | 118 | 71 | 22 | ... | ... |
| Lyman | 48 | 52 | 76 | 80 | 90 | 186 | 41 | 573 | 6 | 10 | 46 | 100 | 83 | 104 | 87 | 77 | 40 | 18 | 2 | ... |
| Martin | 30 | 43 | 63 | 73 | 87 | 49 | 25 | 370 | ... | 1 | 26 | 41 | 55 | 74 | 68 | 56 | 33 | 14 | 2 | ... |
| Mather | 71 | 86 | 127 | 208 | 163 | 154 | 26 | 835 | 1 | 3 | 57 | 124 | 148 | 130 | 144 | 113 | 75 | 36 | 4 | ... |
| Minot | 38 | 43 | 40 | 52 | 73 | 75 | ... | 321 | ... | 5 | 26 | 33 | 50 | 63 | 48 | 57 | 39 | 7 | 2 | ... |
| Norcross | 38 | 48 | 67 | 88 | 175 | 144 | ... | 560 | ... | 19 | 58 | 84 | 97 | 93 | 97 | 70 | 20 | 12 | 1 | ... |
| Phillips | 57 | 55 | 147 | 156 | 137 | 255 | 156 | 993 | 1 | 12 | 55 | 139 | 163 | 152 | 181 | 176 | 77 | 25 | 10 | 2 |
| Prescott | 52 | 73 | 51 | 64 | 105 | 103 | 42 | 490 | ... | 8 | 41 | 72 | 76 | 78 | 77 | 73 | 40 | 23 | ... | 2 |
| Prince | 77 | 84 | 86 | 113 | 85 | 88 | ... | 533 | ... | 4 | 26 | 65 | 88 | 95 | 94 | 89 | 55 | 18 | 7 | 1 |
| Quincy | 29 | 44 | 43 | 100 | 93 | 103 | 43 | 455 | 1 | 3 | 28 | 64 | 84 | 86 | 78 | 52 | 39 | 17 | 2 | 1 |
| Rice | 38 | 43 | 73 | 94 | 70 | 82 | ... | 400 | ... | ... | 20 | 46 | 52 | 75 | 77 | 66 | 38 | 18 | 7 | 1 |
| Robt. G. Shaw | 36 | 52 | 57 | 63 | 60 | 70 | ... | 338 | ... | 4 | 37 | 42 | 69 | 60 | 48 | 36 | 22 | 17 | 3 | ... |
| Roger Clap | 29 | 41 | 72 | 67 | 79 | 109 | ... | 397 | ... | 6 | 32 | 50 | 68 | 89 | 70 | 45 | 35 | 9 | 1 | 1 |
| Sherwin | 41 | 43 | 84 | 104 | 94 | 103 | 31 | 500 | ... | 6 | 30 | 53 | 99 | 85 | 57 | 90 | 54 | 19 | 5 | 1 |
| Shurtleff | 62 | 45 | 80 | 206 | 105 | 106 | ... | 604 | 2 | 14 | 62 | 75 | 111 | 88 | 97 | 77 | 53 | 16 | 7 | 2 |
| Thomas N. Hart | 43 | 69 | 65 | 94 | 107 | 120 | ... | 498 | 1 | 10 | 41 | 72 | 86 | 99 | 73 | 58 | 35 | 21 | 2 | ... |
| Tileston | 27 | 32 | 39 | 61 | 50 | 72 | ... | 281 | ... | 9 | 24 | 41 | 43 | 47 | 41 | 38 | 27 | 9 | 1 | 1 |
| Warren | 40 | 65 | 81 | 98 | 141 | 159 | ... | 584 | ... | 9 | 53 | 94 | 97 | 109 | 82 | 69 | 45 | 23 | 3 | ... |
| Washington Allston . . | 83 | 140 | 146 | 140 | 155 | 151 | 207 | 841 | ... | 10 | 60 | 127 | 129 | 150 | 142 | 105 | 82 | 31 | 7 | 1 |
| Wells | 51 | 55 | 53 | 104 | 165 | 109 | 107 | 644 | ... | 6 | 46 | 101 | 123 | 119 | 113 | 89 | 30 | 12 | 3 | 2 |
| Winthrop | 60 | 92 | 98 | 99 | 102 | 156 | 41 | 648 | ... | 8 | 52 | 101 | 127 | 114 | 96 | 72 | 45 | 22 | 9 | 2 |
| Totals | 3,145 | 3,894 | 4,923 | 6,253 | 6,683 | 7,250 | 1,867 | 31,015 | 37 | 494 | 2,403 | 4,797 | 5,571 | 6,019 | 5,740 | 4,609 | 2,795 | 1,209 | 293 | 48 |

DISTRIBUTION OF PUPILS IN RESPECT BOTH

| CLASSES. | | Under 4 years. | 4 years. | 5 years. | 6 years. | 7 years. | 8 years. | 9 years. |
|--------------------|---------------------|----------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Latin Schools. | All Classes. . . { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Totals | | . . | . . | . . | . . | . . | . . |
| High Schools. | Advanced Class { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Third-year Class { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Second-year Class { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | First-year Class { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Totals | | . . | . . | . . | . . | . . | . . |
| Grammar Schools. | First Class . . { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Second Class . { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Third Class . . { | Boys . . | . . | . . | . . | . . | . . | . . |
| | | Girls . . | . . | . . | . . | . . | . . | . . |
| | Fourth Class . { | Boys . . | . . | . . | . . | . . | 1 | 14 |
| | | Girls . . | . . | . . | . . | . . | . . | 23 |
| | Fifth Class . . { | Boys . . | . . | . . | . . | 1 | 13 | 163 |
| | | Girls . . | . . | . . | . . | . . | 14 | 201 |
| Primary Schools. | Sixth Class . . { | Boys . . | . . | . . | . . | 7 | 209 | 950 |
| | | Girls . . | . . | . . | . . | 4 | 188 | 871 |
| | Ungraded Class { | Boys . . | . . | . . | . . | 17 | 48 | 97 |
| | | Girls . . | . . | . . | . . | 8 | 21 | 84 |
| | Totals | | . . | . . | . . | 37 | 494 | 2,403 |
| | | | | | | | | |
| Kindergarten. | First Class . . { | Boys . . | . . | . . | . . | 5 | 206 | 1,090 |
| | | Girls . . | . . | . . | . . | 2 | 215 | 1,047 |
| | Second Class . { | Boys . . | . . | . . | 2 | 318 | 1,453 | 1,573 |
| | | Girls . . | . . | . . | 2 | 297 | 1,317 | 1,345 |
| | Third Class . . { | Boys . . | . . | 10 | 1,147 | 2,672 | 1,751 | 599 |
| | | Girls . . | . . | 3 | 906 | 2,446 | 1,565 | 544 |
| | Totals | | . . | 13 | 2,057 | 5,740 | 6,507 | 6,198 |
| | | | | | | | | 4,404 |
| Kindergarten. | All Classes . . { | Boys . . | 112 | 669 | 831 | 167 | 4 | . . |
| | | Girls . . | 121 | 726 | 875 | 179 | 21 | . . |
| | Totals | | 233 | 1,395 | 1,706 | 346 | 25 | . . |
| Totals by Ages . . | | | 233 | 1,408 | 3,763 | 6,086 | 6,569 | 6,692 |
| | | | | | | | | 6,807 |

TO AGE AND TO CLASSES, JUNE, 1897.

| 10 years. | 11 years. | 12 years. | 13 years. | 14 years. | 15 years. | 16 years. | 17 years. | 18 years. | 19 years and over. | Totals. |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|-----------------------------|---------|
| . | 5 | 31 | 49 | 100 | 109 | 120 | 85 | 55 | 27 | 581 |
| . | 4 | 12 | 25 | 38 | 54 | 65 | 42 | 29 | 25 | 294 |
| . | 9 | 43 | 74 | 138 | 163 | 185 | 127 | 84 | 52 | 875 |
| . | . | . | . | . | 1 | . | 19 | 19 | 26 | 65 |
| . | . | . | . | . | . | 2 | 21 | 56 | 76 | 155 |
| . | . | . | . | 1 | 5 | 42 | 94 | 81 | 50 | 273 |
| . | . | . | . | . | 4 | 50 | 139 | 131 | 73 | 397 |
| . | . | . | . | 10 | 62 | 127 | 129 | 57 | 15 | 400 |
| . | . | . | . | 3 | 55 | 141 | 151 | 80 | 24 | 454 |
| . | . | . | 14 | 88 | 232 | 265 | 93 | 25 | 6 | 723 |
| . | . | . | 9 | 60 | 246 | 240 | 155 | 40 | 9 | 759 |
| . | . | . | 23 | 162 | 605 | 867 | 801 | 489 | 279 | 3,226 |
| . | 1 | 23 | 166 | 424 | 503 | 276 | 72 | 5 | . | 1,470 |
| . | . | 22 | 146 | 455 | 561 | 361 | 105 | 25 | . | 1,675 |
| . | 17 | 158 | 494 | 598 | 417 | 157 | 38 | 8 | . | 1,887 |
| 1 | 16 | 167 | 491 | 628 | 449 | 209 | 42 | 4 | . | 2,007 |
| 22 | 165 | 581 | 816 | 620 | 248 | 72 | 13 | 1 | . | 2,538 |
| 19 | 157 | 548 | 774 | 542 | 256 | 73 | 13 | 3 | . | 2,385 |
| 233 | 693 | 940 | 770 | 394 | 98 | 16 | 4 | 2 | . | 3,165 |
| 239 | 717 | 930 | 698 | 347 | 113 | 19 | 2 | . | . | 3,088 |
| 739 | 998 | 828 | 417 | 164 | 40 | 7 | 2 | . | . | 3,372 |
| 835 | 990 | 728 | 362 | 145 | 30 | 5 | 1 | . | . | 3,311 |
| 1,298 | 801 | 423 | 197 | 72 | 15 | . | . | . | . | 3,972 |
| 1,053 | 610 | 334 | 152 | 57 | 8 | 1 | . | . | . | 3,278 |
| 203 | 226 | 196 | 131 | 102 | 37 | 8 | 1 | . | . | 1,066 |
| 155 | 180 | 141 | 126 | 61 | 20 | 5 | . | . | . | 801 |
| 4,797 | 5,571 | 6,019 | 5,740 | 4,609 | 2,795 | 1,209 | 293 | 48 | . | 34,015 |
| 739 | 237 | 61 | 15 | . | . | . | . | . | . | 3,743 |
| 597 | 222 | 65 | 20 | . | . | . | . | . | . | 3,445 |
| 263 | 48 | 17 | 6 | . | . | . | . | . | . | 4,384 |
| 224 | 54 | 24 | 6 | . | . | . | . | . | . | 3,947 |
| 74 | 16 | 4 | 4 | . | . | . | . | . | . | 6,467 |
| 38 | 21 | 11 | 2 | . | . | . | . | . | . | 5,702 |
| 1,936 | 598 | 182 | 53 | . | . | . | . | . | . | 27,688 |
| . | . | . | . | . | . | . | . | . | . | 1,783 |
| . | . | . | . | . | . | . | . | . | . | 1,922 |
| . | . | . | . | . | . | . | . | . | . | 3,705 |
| 6,733 | 6,178 | 6,244 | 5,890 | 4,909 | 3,563 | 2,261 | 1,221 | 621 | 331 | 69,509 |

GRAMMAR SCHOOLS.

Number of Pupils to a Teacher, excluding Principals, June, 1897.

| | No. of Teachers. | Average No. of Pupils. | No. of Pupils to a Teacher. | | No. of Teachers. | Average No. of Pupils. | No. of Pupils to a Teacher. |
|--------------------|---------------------|---------------------------|--------------------------------|------------------------|---------------------|---------------------------|--------------------------------|
| Adams | 9 | 396 | 44 | Hugh O'Brien | 16 | 836 | 52 |
| Agassiz | 13 | 599 | 46 | Ilyde | 12 | 520 | 43 |
| Bennett | 11 | 552 | 50 | J. A. Andrew, | 15 | 685 | 46 |
| Bigelow | 15 | 737 | 49 | Lawrence . . . | 16 | 774 | 48 |
| Bowditch | 11 | 552 | 50 | Lewis* | 15 | 818 | 55 |
| Bowdoin | 10 | 448 | 45 | Lincoln | 12 | 575 | 48 |
| Brimmer | 11 | 527 | 48 | Lowell | 19 | 1,041 | 55 |
| Bunker Hill.. | 11 | 513 | 47 | Lyman | 13 | 590 | 45 |
| Chapman | 13 | 626 | 48 | Martin | 9 | 389 | 43 |
| Chas. Sumner | 19 | 912 | 43 | Mather | 17 | 849 | 50 |
| Ch'st'r Gibson | 13 | 621 | 48 | Minot | 7 | 324 | 46 |
| Comins | 11 | 595 | 54 | Norcross | 13 | 588 | 45 |
| Dearborn* | 15 | 760 | 51 | Phillips | 20 | 1,043 | 52 |
| Dillaway | 14 | 736 | 53 | Prescott* . . . | 9 | 474 | 53 |
| Dudley | 14 | 675 | 48 | Prince | 11 | 534 | 49 |
| Dwight | 13 | 632 | 49 | Quincy | 10 | 482 | 48 |
| Edw. Everett, | 11 | 444 | 40 | Rice | 10 | 436 | 44 |
| Eliot | 26 | 1,152 | 44 | Robt. G. Shaw | 7 | 334 | 48 |
| Emerson | 18 | 900 | 50 | Roger Clap . . | 7 | 405 | 58 |
| Everett | 13 | 681 | 52 | Sherwin | 10 | 512 | 51 |
| Franklin | 14 | 652 | 47 | Shurtleff | 13 | 605 | 47 |
| Frothingham | 12 | 600 | 50 | Thos. N. Hart | 10 | 505 | 50 |
| Gaston | 15 | 785 | 52 | Tileston* | 6 | 275 | 46 |
| Geo. Putnam, | 9 | 452 | 50 | Warren | 13 | 614 | 47 |
| Gilbert Stuart | 8 | 414 | 52 | Washington Allston, | 20 | 869 | 43 |
| Hancock | 18 | 838 | 47 | Wells | 13 | 663 | 51 |
| Harris | 9 | 442 | 49 | Winthrop . . . | 14 | 685 | 49 |
| Harvard | 13 | 621 | 48 | | | | |
| H. L. Pierce, | 14 | 740 | 53 | Totals | 720 | 35,027 | 49 |

* One temporary teacher also employed.

GRAMMAR SCHOOLS.

Graduates, June, 1897.

| | Boys. | Girls. | Total. | | Boys. | Girls. | Total. |
|------------------------|-------|--------|--------|----------------------|-------|--------|--------|
| Adams | 17 | 18 | 35 | Hugh O'Brien | 19 | 23 | 42 |
| Agassiz | 43 | .... | 43 | Hyde ..... | .... | 36 | 36 |
| Bennett | 38 | 46 | 84 | John A. Andrew | 27 | 24 | 51 |
| Bigelow | 45 | .... | 45 | Lawrence | 53 | .... | 53 |
| Bowditch ..... | .... | 79 | 79 | Lewis | 48 | 53 | 101 |
| Bowdoin ..... | .... | 49 | 49 | Lincoln | 48 | .... | 48 |
| Brimmer | 44 | .... | 44 | Lowell | 52 | 51 | 103 |
| Bunker Hill | 18 | 22 | 40 | Lyman | 21 | 27 | 48 |
| Chapman | 27 | 48 | 75 | Martin | 8 | 21 | 29 |
| Charles Sumner | 34 | 42 | 76 | Mather | 30 | 40 | 70 |
| Christopher Gibson ... | 39 | 33 | 72 | Minot | 20 | 19 | 39 |
| Comins | 31 | 20 | 51 | Norcross ..... | .... | 38 | 38 |
| Dearborn | 58 | 47 | 105 | Phillips | 47 | .... | 47 |
| Dillaway ..... | .... | 74 | 74 | Prescott | 22 | 29 | 51 |
| Dudley | 39 | .... | 39 | Prince | 25 | 52 | 77 |
| Dwight | 38 | .... | 38 | Quincy | 28 | .... | 28 |
| Edward Everett | 29 | 33 | 62 | Rice | 38 | .... | 38 |
| Eliot | 45 | .... | 45 | Robert G. Shaw | 18 | 18 | 36 |
| Emerson | 37 | 43 | 80 | Roger Clapp | 10 | 19 | 29 |
| Everett ..... | .... | 68 | 68 | Sherwin | 38 | .... | 38 |
| Franklin ..... | .... | 41 | 41 | Shurtleff ..... | .... | 62 | 62 |
| Frothingham | 40 | 50 | 90 | Thomas N. Hart | 43 | .... | 43 |
| Gaston ..... | .... | 52 | 52 | Tileston | 10 | 16 | 26 |
| George Putnam | 17 | 16 | 33 | Warren | 15 | 25 | 40 |
| Gilbert Stuart | 14 | 20 | 34 | Washington Allston . | 28 | 53 | 81 |
| Hancock ..... | .... | 29 | 29 | Wells ..... | .... | 49 | 49 |
| Harris | 19 | 27 | 46 | Winthrop ..... | .... | 60 | 60 |
| Harvard | 23 | 19 | 42 | Totals | 1409 | 1637 | 3046 |
| Henry L. Pierce | 66 | 46 | 112 | | | | |

PRIMARY SCHOOLS.

Semi-annual Returns to June 30, 1897.

| | Teachers. | Average whole Number. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Between 5 and 8 Years. | Over 8 Years. | Whole No. at Date. |
|------------------------------|-----------|-----------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|------------------------|---------------|--------------------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | |
| Adams | 5 | 149 | 125 | 274 | 118 | 98 | 216 | 58 | 79 | 123 | 151 | 274 |
| Agassiz | 5 | 164 | 116 | 280 | 144 | 98 | 242 | 38 | 86 | 104 | 138 | 242 |
| Bennett | 7 | 224 | 221 | 445 | 204 | 198 | 402 | 43 | 90 | 237 | 217 | 454 |
| Bigelow | 11 | 294 | 207 | 501 | 258 | 178 | 436 | 65 | 87 | 245 | 254 | 499 |
| Bowditch | 10 | 276 | 271 | 547 | 236 | 229 | 465 | 82 | 85 | 281 | 260 | 541 |
| Bowdoin | 9 | 189 | 192 | 381 | 162 | 160 | 322 | 59 | 84 | 212 | 186 | 398 |
| Brimmer | 7 | 200 | 151 | 351 | 174 | 126 | 300 | 51 | 85 | 160 | 181 | 341 |
| Bunker Hill | 10 | 212 | 186 | 398 | 191 | 165 | 356 | 42 | 89 | 208 | 204 | 412 |
| Chapman | 8 | 229 | 221 | 450 | 188 | 180 | 368 | 82 | 82 | 248 | 203 | 451 |
| Charles Sumner | 13 | 380 | 320 | 700 | 343 | 281 | 624 | 76 | 89 | 397 | 322 | 719 |
| Christopher Gibson | 8 | 221 | 202 | 423 | 189 | 171 | 360 | 63 | 85 | 249 | 217 | 466 |
| Comins | 6 | 161 | 137 | 298 | 143 | 113 | 256 | 42 | 86 | 147 | 160 | 307 |
| Dearborn | 16 | 504 | 416 | 920 | 431 | 350 | 781 | 139 | 85 | 431 | 487 | 918 |
| Dillaway | 10 | 289 | 250 | 539 | 249 | 209 | 458 | 81 | 85 | 286 | 229 | 515 |
| Dudley | 13 | 300 | 298 | 598 | 257 | 244 | 501 | 97 | 84 | 274 | 320 | 594 |
| Dwight | 10 | 243 | 267 | 510 | 201 | 224 | 425 | 85 | 83 | 236 | 251 | 487 |
| Edward Everett | 6 | 173 | 165 | 338 | 153 | 141 | 294 | 44 | 87 | 171 | 170 | 341 |
| Eliot | 10 | 357 | 188 | 545 | 324 | 165 | 489 | 56 | 90 | 278 | 257 | 535 |
| Emerson | 13 | 368 | 311 | 679 | 310 | 260 | 570 | 109 | 84 | 337 | 351 | 688 |
| Everett | 9 | 256 | 268 | 524 | 209 | 209 | 418 | 106 | 80 | 233 | 266 | 499 |
| Franklin | 12 | 339 | 329 | 668 | 282 | 272 | 554 | 114 | 83 | 318 | 294 | 612 |
| Frothingham | 10 | 291 | 230 | 521 | 259 | 201 | 460 | 61 | 88 | 280 | 246 | 526 |
| Gaston | 7 | 190 | 182 | 372 | 166 | 158 | 324 | 48 | 87 | 207 | 162 | 369 |
| George Putnam | 7 | 212 | 168 | 380 | 184 | 138 | 322 | 58 | 85 | 199 | 165 | 364 |
| Gilbert Stuart | 5 | 119 | 97 | 216 | 104 | 87 | 191 | 25 | 88 | 138 | 93 | 231 |
| Hancock | 22 | 564 | 633 | 1,197 | 527 | 572 | 1,099 | 98 | 92 | 650 | 526 | 1,176 |
| Harris | 7 | 175 | 166 | 341 | 155 | 141 | 296 | 45 | 87 | 184 | 180 | 364 |
| Harvard | 12 | 304 | 302 | 606 | 267 | 256 | 523 | 83 | 86 | 342 | 260 | 602 |
| Henry L. Pierce | 8 | 190 | 197 | 387 | 172 | 171 | 343 | 44 | 89 | 242 | 189 | 431 |

PRIMARY SCHOOLS. — *Concluded.*

| | Teachers. | Average whole Number. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | Between 5 and 8 Years. | Over 8 Years. | Whole No. at Date. |
|-------------------------------|-----------|-----------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|------------------------|---------------|--------------------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | |
| Hugh O'Brien . | 14 | 513 | 342 | 855 | 436 | 284 | 720 | 135 | 84 | 418 | 451 | 869 |
| Hyde | 8 | 212 | 236 | 448 | 184 | 202 | 386 | 62 | 86 | 200 | 214 | 414 |
| John A. Andrew, | 11 | 274 | 273 | 547 | 236 | 220 | 456 | 91 | 83 | 307 | 244 | 551 |
| Lawrence . . . | 15 | 467 | 137 | 604 | 421 | 121 | 542 | 62 | 90 | 532 | 267 | 599 |
| Lewis | 12 | 303 | 338 | 641 | 247 | 269 | 516 | 125 | 80 | 313 | 312 | 625 |
| Lincoln | 12 | 386 | 317 | 703 | 331 | 264 | 595 | 108 | 55 | 354 | 336 | 690 |
| Lowell | 16 | 447 | 425 | 872 | 385 | 346 | 731 | 141 | 84 | 431 | 405 | 836 |
| Lyman | 8 | 215 | 216 | 431 | 196 | 194 | 390 | 41 | 90 | 254 | 206 | 460 |
| Martin | 5 | 146 | 128 | 274 | 124 | 107 | 231 | 43 | 84 | 151 | 156 | 287 |
| Mather | 12 | 386 | 350 | 736 | 313 | 272 | 585 | 151 | 80 | 388 | 366 | 754 |
| Minot | 4 | 121 | 108 | 229 | 106 | 92 | 198 | 31 | 86 | 112 | 125 | 237 |
| Norcross . . . | 11 | 152 | 342 | 494 | 140 | 305 | 445 | 49 | 90 | 247 | 245 | 492 |
| Phillips | 5 | 154 | 137 | 291 | 140 | 119 | 259 | 32 | 89 | 143 | 142 | 285 |
| Prescott | 8 | 194 | 182 | 376 | 170 | 156 | 326 | 50 | 87 | 222 | 177 | 399 |
| Prince | 7 | 168 | 190 | 358 | 146 | 161 | 307 | 51 | 86 | 181 | 211 | 392 |
| Quincy | 11 | 316 | 242 | 558 | 271 | 200 | 471 | 87 | 84 | 313 | 240 | 553 |
| Rice | 7 | 137 | 129 | 266 | 120 | 106 | 226 | 49 | 85 | 105 | 153 | 258 |
| Robt. G. Shaw . | 5 | 107 | 104 | 211 | 94 | 91 | 185 | 26 | 88 | 104 | 111 | 215 |
| Roger Clap . . | 7 | 216 | 207 | 423 | 193 | 176 | 369 | 54 | 87 | 236 | 185 | 421 |
| Sherwin | 10 | 257 | 259 | 516 | 226 | 223 | 449 | 67 | 87 | 261 | 256 | 517 |
| Shurtleff . . . | 5 | 121 | 111 | 232 | 107 | 97 | 204 | 28 | 88 | 142 | 95 | 237 |
| Thomas N. Hart, | 9 | 297 | 176 | 473 | 269 | 154 | 423 | 50 | 89 | 252 | 222 | 474 |
| Tileston | 4 | 104 | 98 | 202 | 92 | 83 | 175 | 27 | 87 | 126 | 95 | 221 |
| Warren | 7 | 170 | 149 | 319 | 152 | 130 | 282 | 37 | 88 | 170 | 149 | 319 |
| Washington Allston | 13 | 353 | 322 | 675 | 299 | 260 | 559 | 116 | 83 | 384 | 320 | 704 |
| Wells | 22 | 672 | 641 | 1,313 | 591 | 556 | 1,147 | 166 | 87 | 615 | 665 | 1,280 |
| Winthrop . . . | 5 | 144 | 114 | 258 | 129 | 97 | 226 | 32 | 87 | 159 | 84 | 243 |
| Totals . . . | 529 | 14,605 | 13,089 | 27,694 | 12,718 | 11,080 | 23,798 | 3,896 | 86 | 14,317 | 13,371 | 27,688 |

PRIMARY SCHOOLS.

*Number of Pupils in each Class, whole Number, and Ages,
June 30, 1897.*

| | First Class. | Second Class. | Third Class. | Whole Number. | Five years and under. | Six years. | Seven years. | Eight years. | Nine years. | Ten years. | Eleven years. | Twelve years. | Thirteen years and over. |
|------------------|--------------|---------------|--------------|---------------|-----------------------|------------|--------------|--------------|-------------|------------|---------------|---------------|--------------------------|
| Adams | 76 | 52 | 146 | 274 | 9 | 57 | 57 | 64 | 58 | 24 | 4 | 1 | .. |
| Agassiz | 94 | 58 | 90 | 242 | 17 | 43 | 44 | 54 | 45 | 22 | 13 | 3 | 1 |
| Bennett | 131 | 145 | 178 | 454 | 43 | 90 | 104 | 93 | 69 | 39 | 10 | 5 | 1 |
| Bigelow | 150 | 188 | 161 | 499 | 37 | 87 | 121 | 127 | 75 | 29 | 15 | 6 | 2 |
| Bowditch . . . | 159 | 164 | 218 | 541 | 41 | 106 | 134 | 124 | 93 | 33 | 8 | 1 | 1 |
| Bowdoin . . . | 90 | 133 | 175 | 398 | 20 | 92 | 100 | 87 | 51 | 38 | 6 | 4 | .. |
| Brimmer . . . | 93 | 102 | 146 | 341 | 23 | 87 | 50 | 72 | 71 | 32 | 5 | 1 | .. |
| Bunker Hill . . | 110 | 124 | 178 | 412 | 37 | 84 | 87 | 85 | 64 | 39 | 11 | 5 | .. |
| Chapman . . . | 112 | 120 | 219 | 451 | 28 | 118 | 102 | 95 | 72 | 26 | 6 | 4 | .. |
| Chas. Sumner . | 201 | 218 | 300 | 719 | 81 | 166 | 150 | 155 | 117 | 43 | 6 | 1 | .. |
| Christ'r Gibson, | 118 | 136 | 212 | 466 | 26 | 92 | 131 | 112 | 75 | 23 | 5 | 1 | 1 |
| Comins | 78 | 88 | 141 | 307 | 25 | 54 | 68 | 66 | 42 | 32 | 11 | 8 | 1 |
| Dearborn . . . | 228 | 206 | 484 | 918 | 52 | 162 | 217 | 193 | 141 | 90 | 44 | 10 | 9 |
| Dillaway . . . | 134 | 160 | 221 | 515 | 42 | 107 | 137 | 122 | 68 | 30 | 7 | 1 | 1 |
| Dudley | 163 | 187 | 244 | 594 | 36 | 113 | 125 | 123 | 111 | 59 | 19 | 6 | 2 |
| Dwight | 140 | 143 | 204 | 487 | 24 | 112 | 100 | 130 | 76 | 34 | 8 | 3 | .. |
| Edward Everett, | 91 | 121 | 129 | 341 | 19 | 59 | 93 | 72 | 57 | 28 | 4 | 7 | 2 |
| Eliot | 102 | 200 | 233 | 535 | 55 | 110 | 113 | 128 | 71 | 41 | 14 | 3 | .. |
| Emerson . . . | 150 | 234 | 304 | 688 | 47 | 129 | 161 | 166 | 117 | 42 | 22 | 4 | .. |
| Everett | 141 | 140 | 218 | 499 | 18 | 91 | 124 | 108 | 88 | 44 | 16 | 8 | 2 |
| Franklin . . . | 154 | 222 | 236 | 612 | 71 | 113 | 134 | 160 | 80 | 40 | 12 | 1 | 1 |
| Frothingham . | 108 | 215 | 203 | 526 | 35 | 112 | 133 | 135 | 85 | 20 | 3 | 3 | .. |
| Gaston | 98 | 111 | 160 | 369 | 32 | 76 | 99 | 75 | 64 | 14 | 6 | 2 | 1 |
| Geo. Putnam . | 100 | 85 | 179 | 364 | 25 | 86 | 88 | 68 | 56 | 29 | 8 | 3 | 1 |
| Gilbert Stuart . | 50 | 79 | 102 | 231 | 18 | 50 | 70 | 46 | 33 | 11 | 1 | 2 | .. |
| Hancock . . . | 217 | 285 | 674 | 1,176 | 81 | 268 | 301 | 207 | 164 | 107 | 43 | 5 | .. |
| Harris | 95 | 97 | 172 | 364 | 29 | 69 | 86 | 76 | 62 | 31 | 6 | 4 | 1 |
| Harvard | 132 | 202 | 268 | 602 | 58 | 126 | 158 | 106 | 91 | 41 | 20 | 2 | .. |
| Henry L. Pierce, | 116 | 127 | 188 | 431 | 38 | 98 | 106 | 99 | 68 | 15 | 5 | 1 | 1 |

PRIMARY SCHOOLS. — *Concluded.*

| | First Class. | Second Class. | Third Class. | Whole Number. | Five years and under. | Six years. | Seven years. | Eight years. | Nine years. | Ten years. | Eleven years. | Twelve years. | Thirteen years and over. |
|---------------------------|--------------|---------------|--------------|---------------|-----------------------|------------|--------------|--------------|-------------|------------|---------------|---------------|--------------------------|
| Hugh O'Brien, | 237 | 240 | 392 | 869 | 68 | 169 | 181 | 187 | 149 | 81 | 19 | 15 | .. |
| Hyde | 127 | 108 | 179 | 414 | 30 | 82 | 88 | 95 | 71 | 34 | 9 | 3 | 2 |
| J. A. Andrew, | 148 | 193 | 210 | 551 | 32 | 144 | 131 | 123 | *67 | 34 | 11 | 8 | 1 |
| Lawrence . . | 130 | 173 | 296 | 599 | 83 | 114 | 135 | 131 | 83 | 40 | 8 | 3 | 2 |
| Lewis | 206 | 151 | 268 | 625 | 37 | 123 | 153 | 148 | 106 | 37 | 18 | 2 | 1 |
| Lincoln . . . | 202 | 211 | 277 | 690 | 50 | 163 | 141 | 147 | 105 | 54 | 17 | 11 | 2 |
| Lowell | 235 | 249 | 352 | 836 | 41 | 163 | 227 | 198 | 137 | 52 | 17 | 1 | .. |
| Lyman | 111 | 138 | 211 | 460 | 45 | 105 | 104 | 106 | 71 | 24 | 4 | 1 | .. |
| Martin | 56 | 97 | 134 | 287 | 31 | 36 | 64 | 63 | 64 | 23 | 6 | .. | .. |
| Mather | 237 | 196 | 321 | 754 | 57 | 164 | 167 | 182 | 118 | 49 | 12 | 5 | .. |
| Minot | 55 | 77 | 105 | 237 | 8 | 51 | 53 | 61 | 33 | 17 | 10 | 4 | .. |
| Norcross . . . | 137 | 187 | 168 | 492 | 46 | 87 | 114 | 100 | 92 | 37 | 11 | 4 | 1 |
| Phillips . . . | 54 | 107 | 124 | 285 | 9 | 72 | 62 | 69 | 35 | 25 | 13 | .. | .. |
| Prescott . . . | 98 | 133 | 168 | 399 | 33 | 102 | 87 | 93 | 69 | 13 | 1 | 1 | .. |
| Prince | 93 | 115 | 184 | 392 | 11 | 89 | 81 | 106 | 67 | 32 | 5 | 1 | .. |
| Quiney | 195 | 193 | 165 | 553 | 59 | 113 | 141 | 107 | 90 | 30 | 11 | 1 | 1 |
| Rice | 88 | 83 | 87 | 258 | 8 | 38 | 59 | 64 | 52 | 27 | 9 | 1 | .. |
| Robt. G. Shaw, | 58 | 68 | 89 | 215 | 10 | 51 | 43 | 54 | 38 | 13 | 3 | 2 | 1 |
| Roger Clap . . | 97 | 111 | 213 | 421 | 40 | 89 | 107 | 83 | 65 | 23 | 8 | 3 | 3 |
| Sherwin . . . | 149 | 149 | 219 | 517 | 50 | 97 | 114 | 101 | 101 | 36 | 16 | 1 | 1 |
| Shurtleff . . . | 45 | 93 | 99 | 237 | 24 | 61 | 57 | 51 | 34 | 6 | 1 | 1 | 2 |
| Thos. N. Hart, | 162 | 151 | 161 | 474 | 24 | 105 | 123 | 132 | 68 | 14 | 5 | 1 | 2 |
| Tileston . . . | 61 | 49 | 111 | 221 | 20 | 46 | 60 | 52 | 32 | 7 | 4 | .. | .. |
| Warren | 91 | 85 | 143 | 319 | 21 | 63 | 86 | 83 | 49 | 13 | 3 | 1 | .. |
| Washington Allston . . | 149 | 197 | 358 | 704 | 72 | 140 | 172 | 152 | 102 | 47 | 14 | .. | 5 |
| Wells | 287 | 333 | 660 | 1,280 | 70 | 261 | 284 | 315 | 213 | 106 | 24 | 6 | 1 |
| Winthrop . . | 49 | 102 | 92 | 243 | 24 | 55 | 80 | 47 | 29 | 6 | 1 | 1 | .. |
| Totals . . | 7,188 | 8,331 | 12,169 | 27,688 | 2,070 | 5,740 | 6,507 | 6,198 | 4,404 | 1,936 | 598 | 182 | 53 |

PRIMARY SCHOOLS.

Number of Pupils to a Teacher, June 30, 1897.

| | No. of Teachers. | Av. whole No. of Pupils. | No. of Pupils to a Teacher. | | No. of Teachers. | Av. whole No. of Pupils. | No. of Pupils to a Teacher. |
|---------------------|---------------------|--------------------------------|-----------------------------------|---------------------------------|---------------------|--------------------------------|-----------------------------------|
| Adams * | 5 | 274 | 55 | Hugh O'Brien .. | 14 | 855 | 61 |
| Agassiz | 5 | 280 | 56 | Hyde † | 8 | 448 | 56 |
| Bennett * | 7 | 445 | 65 | J. A. Andrew... . | 11 | 547 | 50 |
| Bigelow | 11 | 501 | 45 | Lawrence | 15 | 604 | 40 |
| Bowditch | 10 | 547 | 55 | Lewis | 12 | 641 | 53 |
| Bowdoin | 9 | 381 | 42 | Lincoln | 12 | 703 | 59 |
| Brimmer | 7 | 351 | 50 | Lowell | 16 | 872 | 51 |
| Bunker Hill... . | 10 | 398 | 40 | Lyman * | 8 | 431 | 54 |
| Chapman | 8 | 450 | 56 | Martin | 5 | 274 | 55 |
| Charles Sumner, | 13 | 700 | 54 | Mather * | 12 | 736 | 61 |
| Christo'r Gibson | 8 | 423 | 53 | Minot | 4 | 229 | 57 |
| Comins | 6 | 298 | 50 | Norcross | 11 | 494 | 45 |
| Dearborn ‡ | 16 | 920 | 57 | Phillips | 5 | 291 | 58 |
| Dillaway | 10 | 539 | 54 | Prescott | 8 | 376 | 47 |
| Dudley | 13 | 598 | 46 | Prince | 7 | 358 | 51 |
| Dwight | 10 | 510 | 51 | Quincy | 11 | 558 | 51 |
| Edward Everett, | 6 | 338 | 56 | Rice... | 7 | 266 | 38 |
| Eliot | 10 | 545 | 54 | Robert G. Shaw, | 5 | 211 | 42 |
| Emerson | 13 | 679 | 54 | Roger Clap | 7 | 423 | 60 |
| Everett | 9 | 524 | 58 | Sherwin | 10 | 516 | 52 |
| Franklin | 12 | 668 | 56 | Shurtleff | 5 | 232 | 46 |
| Frothingham ... | 10 | 521 | 52 | Thos. N. Hart.. . | 9 | 473 | 53 |
| Gaston | 7 | 372 | 53 | Tileston † | 4 | 202 | 50 |
| George Putnam, | 7 | 380 | 54 | Warren | 7 | 319 | 46 |
| Gilbert Stuart.. . | 5 | 216 | 43 | Washington Allston | 13 | 675 | 52 |
| Hancock | 22 | 1,197 | 54 | Wells | 22 | 1,313 | 60 |
| Harris | 7 | 341 | 49 | Winthrop | 5 | 258 | 51 |
| Harvard | 12 | 606 | 50 | | | | |
| Henry L. Pierce, | 8 | 387 | 48 | Totals | 529 | 27,694 | 52 |

* One temporary teacher also employed.

† One special assistant also employed.

‡ Two special assistants also employed.

KINDERGARTENS.

Semi-annual Returns to June 30, 1897.

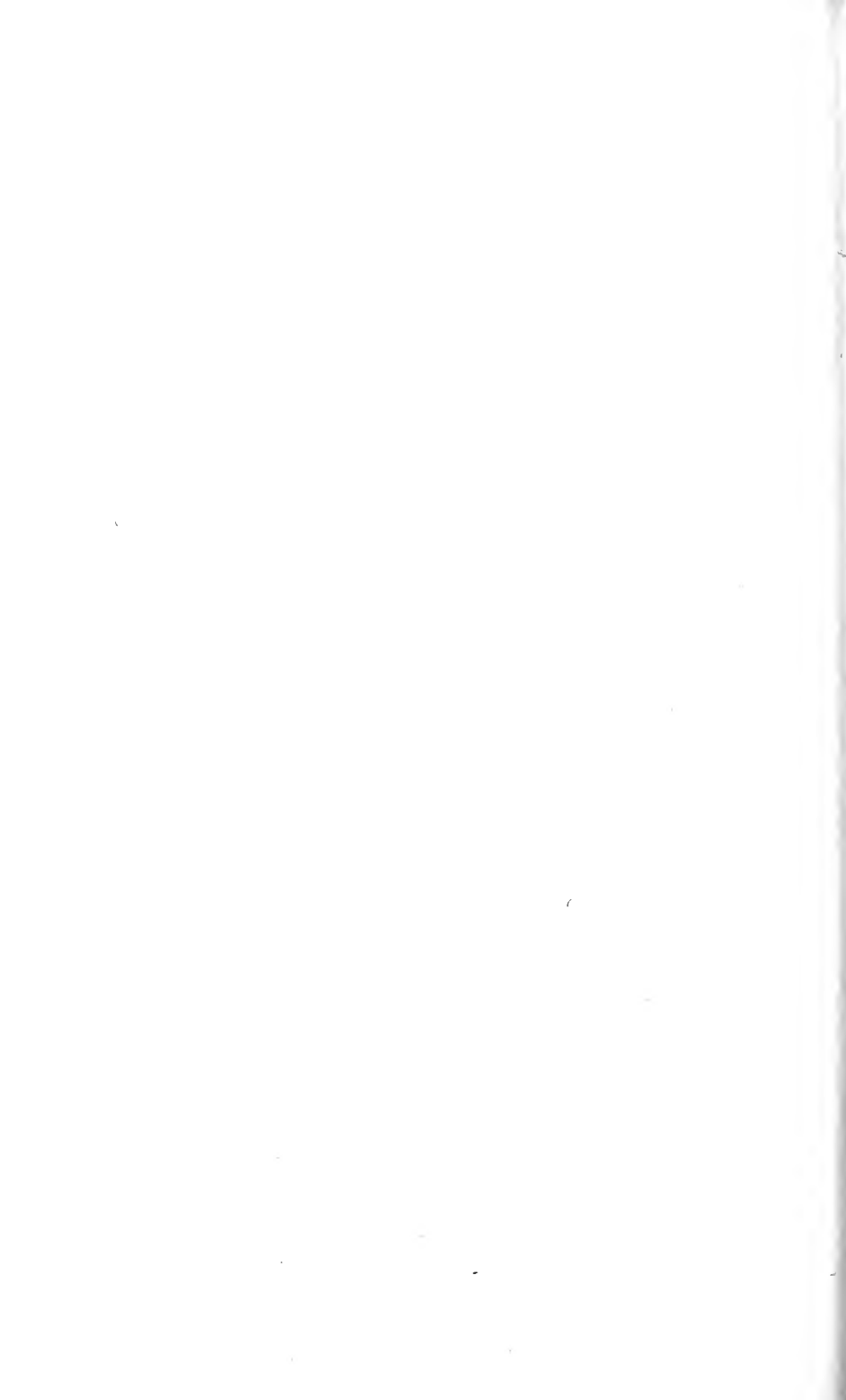
| | Teachers. | Average Number belonging. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | No. under 5 Years. | No. 5 Years and over. | Whole No. at Date. |
|------------------|-----------|---------------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|--------------------|-----------------------|--------------------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | |
| Adams | 3 | 45 | 38 | 83 | 30 | 22 | 52 | 31 | 63 | 43 | 57 | 100 |
| Agassiz | 2 | 12 | 30 | 42 | 8 | 22 | 30 | 12 | 71 | 17 | 15 | 32 |
| Bennett | 2 | 24 | 29 | 53 | 18 | 20 | 38 | 15 | 72 | 14 | 40 | 54 |
| Bowditch . . . | 4 | 67 | 52 | 119 | 47 | 35 | 82 | 37 | 69 | 55 | 58 | 113 |
| Bowdoin | 2 | 38 | 37 | 75 | 22 | 22 | 44 | 31 | 59 | 39 | 39 | 78 |
| Brimmer | 2 | 29 | 34 | 54 | 15 | 25 | 40 | 14 | 74 | 41 | 19 | 60 |
| Bunker Hill . . | 2 | 26 | 35 | 61 | 14 | 19 | 33 | 28 | 54 | 36 | 28 | 64 |
| Chapman | 3 | 47 | 36 | 83 | 29 | 24 | 53 | 30 | 64 | 62 | 25 | 87 |
| Chas. Sumner . . | 4 | 51 | 72 | 123 | 43 | 56 | 99 | 24 | 80 | 55 | 67 | 122 |
| Christ'r Gibson | 3 | 40 | 41 | 81 | 28 | 31 | 59 | 22 | 73 | 16 | 54 | 70 |
| Comins | 4 | 47 | 61 | 108 | 32 | 43 | 75 | 33 | 69 | 31 | 85 | 116 |
| Dearborn | 2 | 32 | 28 | 60 | 26 | 19 | 45 | 15 | 75 | 9 | 51 | 60 |
| Dillaway | 4 | 67 | 48 | 115 | 48 | 31 | 79 | 36 | 69 | 35 | 77 | 112 |
| Dudley | 2 | 25 | 30 | 55 | 16 | 22 | 38 | 17 | 69 | 36 | 21 | 57 |
| Dwight | 4 | 40 | 68 | 108 | 29 | 50 | 79 | 29 | 73 | 41 | 61 | 102 |
| Eliot | 4 | 64 | 63 | 127 | 56 | 53 | 109 | 18 | 86 | 57 | 68 | 125 |
| Emerson | 2 | 29 | 33 | 62 | 19 | 22 | 41 | 21 | 66 | 29 | 33 | 62 |
| Everett | 2 | 24 | 28 | 52 | 14 | 15 | 29 | 23 | 56 | 23 | 30 | 53 |
| Franklin | 2 | 23 | 19 | 42 | 13 | 11 | 24 | 18 | 57 | 35 | 12 | 47 |
| Frothingham . . | 2 | 30 | 26 | 56 | 25 | 22 | 47 | 9 | 84 | 30 | 29 | 59 |
| Gaston | 1 | 20 | 30 | 50 | 16 | 22 | 38 | 12 | 76 | 29 | 27 | 56 |
| Geo. Putnam . . | 2 | 23 | 34 | 57 | 11 | 18 | 29 | 28 | 51 | 24 | 32 | 56 |
| Gilbert Stuart . | 2 | 25 | 24 | 49 | 19 | 19 | 38 | 11 | 78 | 30 | 29 | 59 |
| Hancock | 6 | 72 | 113 | 185 | 55 | 87 | 142 | 43 | 77 | 95 | 97 | 192 |
| Harvard | 2 | 25 | 28 | 53 | 19 | 20 | 39 | 14 | 73 | 27 | 29 | 56 |
| H. L. Pierce . . | 3 | 33 | 37 | 70 | 27 | 30 | 57 | 13 | 81 | 40 | 58 | 98 |
| Hugh O'Brien . | 2 | 27 | 28 | 55 | 20 | 21 | 41 | 14 | 75 | 20 | 33 | 53 |
| Hyde | 2 | 23 | 44 | 67 | 18 | 30 | 48 | 19 | 72 | 16 | 48 | 64 |
| J. A. Andrew . . | 2 | 26 | 33 | 59 | 19 | 22 | 41 | 18 | 69 | 11 | 44 | 55 |
| Lawrence | 4 | 53 | 55 | 108 | 41 | 40 | 81 | 27 | 75 | 53 | 56 | 109 |
| Lewis | 2 | 22 | 34 | 56 | 16 | 24 | 40 | 16 | 72 | 23 | 32 | 55 |
| Lincoln | 2 | 40 | 19 | 59 | 27 | 13 | 40 | 19 | 68 | 22 | 33 | 55 |

KINDERGARTENS. — *Concluded.**Semi-annual Returns to June 30, 1897.*

| | Teachers. | Average Number belonging. | | | Average Attendance. | | | Average Absence. | Per cent. of Attendance. | No. under 5 Years. | No. 5 years and over. | Whole No. at Date. |
|-----------------------------|-----------|---------------------------|--------|--------|---------------------|--------|--------|------------------|--------------------------|--------------------|-----------------------|--------------------|
| | | Boys. | Girls. | Total. | Boys. | Girls. | Total. | | | | | |
| Lowell | 2 | 40 | 39 | 79 | 27 | 25 | 52 | 27 | 66 | 62 | 16 | 78 |
| Lyman | 4 | 45 | 76 | 121 | 25 | 48 | 73 | 48 | 60 | 59 | 60 | 119 |
| Martin | 2 | 26 | 32 | 58 | 17 | 21 | 38 | 20 | 66 | 24 | 32 | 56 |
| Mather | 2 | 39 | 38 | 77 | 23 | 21 | 44 | 33 | 57 | 19 | 55 | 74 |
| Minot | 2 | 27 | 32 | 59 | 20 | 23 | 43 | 16 | 73 | 10 | 50 | 60 |
| Norcross . . . | 2 | 22 | 33 | 55 | 14 | 22 | 36 | 19 | 65 | 45 | 16 | 61 |
| Phillips | 2 | 24 | 36 | 60 | 20 | 26 | 46 | 14 | 77 | 21 | 36 | 57 |
| Prescott . . . | 2 | 25 | 26 | 51 | 20 | 20 | 40 | 11 | 78 | 14 | 38 | 52 |
| Prince | 2 | 24 | 27 | 51 | 20 | 22 | 42 | 9 | 82 | 26 | 44 | 70 |
| Quincy | 2 | 35 | 24 | 59 | 26 | 19 | 45 | 14 | 76 | 38 | 20 | 58 |
| Rice | 2 | 28 | 20 | 48 | 18 | 13 | 31 | 17 | 65 | 16 | 29 | 45 |
| Robert G. Shaw, | 2 | 28 | 27 | 55 | 20 | 20 | 40 | 15 | 73 | 18 | 41 | 59 |
| Sherwin | 2 | 35 | 24 | 59 | 27 | 18 | 45 | 14 | 76 | 25 | 27 | 52 |
| Shurtleff . . . | 2 | 33 | 30 | 63 | 27 | 24 | 51 | 12 | 81 | 26 | 36 | 62 |
| Thos. N. Hart . | 3 | 54 | 27 | 81 | 45 | 19 | 64 | 17 | 80 | 31 | 44 | 75 |
| Washington Allston . . . | 1 | 20 | 21 | 41 | 14 | 13 | 27 | 14 | 66 | 24 | 21 | 45 |
| Wells | 4 | 65 | 61 | 126 | 49 | 47 | 96 | 30 | 76 | 22 | 105 | 127 |
| Winthrop . . . | 2 | 39 | 31 | 70 | 26 | 22 | 48 | 22 | 69 | 54 | 20 | 74 |
| Totals | 125 | 1,749 | 1,891 | 3,640 | 1,258 | 1,333 | 2,591 | 1,049 | 71 | 1,628 | 2,077 | 3,705 |

ANNUAL SCHOOL FESTIVAL.

1897.



ANNUAL SCHOOL FESTIVAL, 1897.

The Annual School Festival in honor of the graduates of the Boston Grammar Schools was held in the Massachusetts Charitable Mechanic Building, Huntington avenue, on the afternoon of Saturday, July 3, 1897, under the direction of the Committee of the School Board appointed for the purpose, consisting of Dr. James A. McDonald (chairman), Mr. Anderson, Mrs. Ames, and Messrs. Coolidge and Bassett.

The occasion was honored by the presence of the Secretary of the Commonwealth, His Honor the Mayor of Boston, members of the School Committee, distinguished officials and citizens, teachers of the public schools, and parents and friends of the graduates. His Excellency the Governor was unable to be present, but sent the following letter:

COMMONWEALTH OF MASSACHUSETTS.

EXECUTIVE DEPARTMENT,

BOSTON, July 2, 1897.

THORNTON D. APOLLONIO, Esq.,

Secretary School Committee of Boston :

MY DEAR SIR: I regret very much that I shall be unable to give myself the pleasure of meeting the children of the Boston public schools on the day of the School Festival as I have done during the last two years.

Bid them remember that they have received much from the State, and that the Commonwealth in return asks of them to become worthy and patriotic citizens of a government founded on the principles of equal rights and equal opportunities for all.

Very truly yours,

(Signed)

ROGER WOLCOTT.

The bouquets provided for the graduates were arranged in large banks extending the entire width of the stage, and were furnished by the following florists: A. L. Burt & Co., B. Caro, J. M. Cohen, James Delay & Sons, Galvin Brothers, George Mullen, J. E. Nelson, J. W. Newman, George H. Pieper, Mrs. J. W. Rogers, The Twombly Company, Wax Brothers, and Julius A. Zinn.

Carter's Band, under the direction of Mr. T. M. Carter, occupied a position on the left of the stage. Mr. Leonard B. Marshall acted as director, and Mr. James M. McLaughlin presided at the organ.

The collation for the committee and pupils was provided by T. D. Cook & Co.

The graduates of the Grammar Schools, nearly three thousand in number, occupied the entire floor of the hall. The graduates of the Normal, Latin, and High Schools were excused from taking part in the exercises on account of the limited accommodations, but many of them were present as invited guests.

The graduates were marshalled to their places under the direction of the Chief Marshal, Samuel J. Bullock, master of the Bunker Hill School.

The exercises opened with the singing of two stanzas of the Russian National Hymn, by the graduates.

The chairman of the Festival Committee then delivered the following opening address:

ADDRESS OF DR. JAMES A. McDONALD.

My Dear Young Friends of the Graduating Classes of the Grammar Schools of Boston: In behalf of the School Committee, I most heartily welcome you to these time-honored exercises and festivities. The city of Boston to-day greets you in the language of the Roman mother — “These are my jewels.” I congratulate you on the inestimable privilege of being educated in the Boston public schools, which are unsurpassed by any in the world. Here in the presence of your beloved parents and friends, your faithful teachers, the distinguished representatives of our city and State, you present to us a scene of unsurpassed beauty, innocence, and loveliness. We tender to you our most cordial felicitations on your present success, and our best wishes for your future welfare and prosperity.

Only to a few of you will be accorded the privilege of advancing farther in the higher fields of education. Those of you who cannot enter the High Schools, and are thus early obliged to face the battle of life, need not be discouraged; there are still innumerable opportunities left you for improving in knowledge, sufficient to enable you, with energy and industry, to occupy the highest and most honorable positions in our community. There are our central and suburban Evening High Schools, our Evening Drawing Schools, our magnificent Public Library, numerous courses of lectures on all branches of human thought, and many splendid reading-rooms in all parts of the city, — all of which you can take advantage of.

To be ignorant and inactive in such an environment and with such splendid opportunities, is both inexcusable and base. The fault will be with yourselves, not with the City of Boston, if you are underlings.

Principals and teachers, I congratulate you on this infallible evidence before us of your ability and success. Yours is among the highest of human pursuits. To you is assigned the important task of developing the moral and intellectual growth of the child. To be a permanent educational force in this city and Commonwealth should be the highest object of your earthly ambition.

Young ladies and gentlemen, you should always bear in mind that public school education is the result of the profound conviction of our people in the necessity of universal intelligence for the maintenance of our free institutions. I trust there is not in this broad land a citizen so wanting in patriotism as not to take the deepest interest in our public school system. One of the grandest features of this system is its pure democracy, where the son of the recent immigrant stands on a perfect equality with the descendant of the Puritan or the Pilgrim.

The School Committee of Boston expects unswerving loyalty from the graduates of our schools—loyalty to the best interests of our city, our State, and our country.

The duty will devolve on you, in the near future, of participating in the solution of the complex problems that mark our times and threaten the stability of our institutions. In such emergencies we turn to you, our graduates, for hope and inspiration.

Grand and noble America alone is liberty's native home. In Rome of old it was deemed an honor to be a Roman citizen. How much greater honor is it for you to be able to say with truth, This is my native or my chosen land!—this land of individual liberty and golden opportunities, of manhood suffrage and human dignity. Our mission as a nation is to teach the world, by example and moral worth, the universal supremacy of human liberty and human rights.

“Happy, proud America! The lightning of heaven has yielded to your philosophy, but all the temptations of earth could not seduce your patriotism.”

In conclusion, I wish to impress on your tender minds with all the emphasis of which I am capable—be *truthful, honest, pure, and virtuous*, for these are the crowning glory of American womanhood and American manhood.

At the close of his address the Chairman said :

The citizens of Massachusetts have always been proud of their Governor. It matters not to what party he may bear allegiance ; it matters not whether a native or a foreign sun has shone on his birth ; the only question asked by the intelligent conscience of the people of this Commonwealth is, Is he honest ? Is he capable ? I regret exceedingly the absence of His Excellency the Governor, for he is a gentleman who has imparted in his public career those high ideals of patriotism and civic virtues which we have always held up to you for worthy imitation. Though regretting very much the absence of His Excellency, the beloved Governor of this State, it is with great pleasure that I have to announce to you the presence of a worthy representative of the Governor. I have now the honor of introducing to you Col. William M. Olin, the Secretary of State.

ADDRESS OF THE SECRETARY OF THE COMMONWEALTH.

Colonel Olin left the beaten path followed in previous years by those who spoke to the children on similar occasions by telling them stories that touched their school life, and which the children showed their appreciation of by being attentive listeners and generally applaudive.

Speaking for the State, he said : "I am here as the representative of the Commonwealth of Massachusetts, as a substitute for His Excellency the Governor, whose absence I regret as much as anybody possibly can. I want you to understand a little something of what Commonwealth of Massachusetts means. She has educated you boys and girls so that you may respond when the need comes, and the Commonwealth of Massachusetts is ready to-day, and always will be ready, to care for and protect you in adversity and to applaud you in prosperity.

"I hope that all of you will never forget what you owe to this dear old Commonwealth. As you respect and honor your mother, so you should respect and honor and reflect credit upon the Commonwealth of Massachusetts."

THE CHAIRMAN.— One of the most agreeable duties connected with this festival is the introduction of His Honor the Mayor of the City of Boston. He has shown an interest in our public school system unsurpassed by any of his predecessors. It is unnecessary for me to mention his name. It is well known to you all: His Honor Josiah Quincy, Mayor of Boston.

ADDRESS OF HIS HONOR MAYOR QUINCY.

Mr. Chairman, Ladies and Gentlemen, Boys and Girls: For the city of Boston this is one of the most interesting and significant anniversaries of the year. No one can attend one of these annual occasions without receiving a new impression of what the public school system of the city of Boston means and is. We see to-day upon this floor the product of the public school system of this city. We see the physical and material result which the labor of the teachers in our public schools has turned out; but we cannot see the intangible additions to knowledge, to mental power, to character, which lie within the minds of the boys and girls who sit upon this floor. That cannot be seen, or weighed, or measured to-day; but it will be tested and made known by the lives of the men and women of the future — the boys and girls who leave our public schools to-day.

I dislike to take exception to anything that is said on behalf of the Commonwealth of Massachusetts, but the Secretary of State has inadvertently fallen into an error which it seems to me I ought not to allow to pass unnoticed. He has spoken of the Commonwealth of Massachusetts as having given to you boys and girls the common school education which ends to-day. While the Commonwealth can justly claim the credit of establishing the law which makes education compulsory in this Commonwealth, the requirement in every one of its municipalities, I am sure that he did not mean to take away from the city of Boston the credit of having made the contribution for, and the honor of having maintained, the educational institutions which you are leaving to-day.

The maintenance of its public schools, although it is done under the mandate of the law of the Commonwealth, is the work of the

city of Boston, and I desire to claim for the city that, even if there were no law upon the statute book of the Commonwealth which made universal public education compulsory, there is still public spirit, intelligence, and patriotism enough in the people of Boston, and in the government of this city, to establish, on their own account, freely and voluntarily, the same system of public instruction which now prevails under the laws of the Commonwealth.

There is nothing that lies closer to the hearts of the people of Boston than their public educational system. There is nothing for which they more willingly make financial sacrifices or upon which they set a higher value among all the varied services of the City Government; and to-day I know that I speak for all the people of the city of Boston, in saying that their good wishes, their godspeeds go out to the graduates of the public schools, and their best wishes for their future happiness, prosperity, and welfare throughout life.

In whatever occupations or professions, in whatever walks or paths, your duty may lie in the future, you will carry with you always the rudimentary education which the city of Boston has given you through its public schools.

That education is designed to fit you better for the duties and responsibilities of citizenship, of manhood and of womanhood, and this education which the city of Boston has given you will only accomplish the results that are justly expected from it in so far as you become, in future life, self-respecting, upright, honorable, public-spirited men and women, citizens of this great municipality. I hope that in future life every one of you will not be unmindful of the fact that you have received at the hands of the city of Boston this inestimable gift of a public school education, and that you owe something in return to the city. The self-respecting man or woman, the self-respecting child, does not want to obtain something for nothing. He or she wants to give a fair return, in some form or other, for everything received. The return which you can give to the city of Boston for this public school education, which the city freely and without price has given to you, is to contribute something to lift up the standard of manhood, of womanhood, of citizenship, in

this great municipality in the future. And let me urge upon you always to feel a just civic pride in all that this city has been in the past, in all that it is to-day, and in all that it promises to be in the future. It is very largely within the power of the citizens of the city — and you will be its future citizens — to make it what they desire it to be. If the standard is set low and the ambition and inspiration are lacking, then progress will be slow ; but if in the mind of such as you there is ever a lofty standard set up and maintained for your city, if you set up a high ideal of what this city can be and may be made in the future, then to a very great extent you and those who come after you can make this city all that you aspire to make it. Therefore, throughout life, set your standard for yourselves, for your city, and for your State as high as possible. Look upward and not downward. Look forward into the future. Be men and women of light and leading, of patriotism and high aspiration : so may the city of Boston of the future and its educational system be something even greater and higher than the Boston of to-day and its system of public schools.

Let me, in conclusion, on behalf of the city of Boston, extend to each and every one of the boys and girls who to-day leave its schools, who go out to take their part in the life that comes after the school, the best wishes of the city for their future health, prosperity, and welfare.

THE CHAIRMAN. — I have now the pleasure of introducing to you the President of the School Board, Henry D. Huggan.

ADDRESS OF MR. HENRY D. HUGGAN.

Mr. Chairman, Ladies and Gentlemen, and Graduates of the Boston Schools : The President of the School Board is not expected to make an address on this occasion. He is merely to offer a few words of congratulation. It gives me pleasure to bring to you the greetings of the School Committee, and to bid you welcome to this great school festival.

It is highly gratifying, my friends, that the city of Boston not only provides liberally for the education of all her children, but makes it possible for the graduates of the Grammar Schools to

participate in the pleasures and enjoyments of an occasion of this kind.

It is a great privilege to live in a city and at a time when all our children may receive the advantages which are afforded by our public schools. The thorough training which these young people have received, and the success with which they have met in their school work, will encourage and stimulate them to greater efforts, and give them confidence in their ability to meet satisfactorily the demands that may be made upon them.

In the public school our children are taught the broad democracy that knows not the defining lines of sect or creed — they are taught to respect their neighbors' rights, to love their country and to obey its laws. They are taught that industry and perseverance will lead to success, and that without high character true greatness is impossible.

The public school brings together the children of all classes of people, all nationalities, all creeds. It gives all equal privileges and equal advantages, and teaches them the principles of government, and thus makes them good American citizens.

In every home the highest ambition and uppermost thought in the minds of the parents is the education of their children. And so, my friends, in view of the favorable and powerful influences that are at work in the interests of our children, and for the development and uplifting of humanity, may we not look forward to a bright and grand future for these boys and girls who go forth from the Grammar Schools?

Boys and girls, as you go out into life, as you leave the association of the school-room, as you bid farewell to your teachers, see to it that your conduct all through life will be such as to reflect credit upon yourself and merit the respect and esteem of all good citizens. In behalf of the School Committee, I congratulate you and wish you all a hearty godspeed.

At the close of the address of the President of the School Board, "America" was sung, after which the graduates marched across the stage, each school being designated by a banner with the name of the

school thereon, and each graduate received a bouquet from the hands of the Mayor. At the conclusion of the distribution of bouquets, a collation was served to the committee and invited guests, and to the graduates.

The doors of the adjoining hall were then thrown open, and the remainder of the afternoon devoted to dancing and promenading.

FRANKLIN MEDALS
LAWRENCE PRIZES
AND
DIPLOMAS OF GRADUATION.

1897.



FRANKLIN MEDALS, 1897.

LATIN SCHOOL.

Archie E. Minard,
Aubry E. Landry,
Frank J. Kneeland,
Frederic G. Bauer,

Mitchell Freiman,
Chester W. Nichols,
Harrie R. Chamberlin.

ENGLISH HIGH SCHOOL.

Paul H. Linehan,
Albert B. Fopiano,
G. Victor Sammet,
Hugh A. McBreen,
J. Russell Putnam,

Thomas J. Sheahan,
Winfield U. Foster,
Arthur F. Whittem,
Charles P. Tolman,
Paul C. Shipman.

MECHANIC ARTS HIGH SCHOOL.

(CLASS OF 1896.)

Francis H. J. McCrudden,
Frederick A. Heuser,

Lewis M. Lawrence,
Stephen F. Gardner.

(CLASS OF 1897.)

Augustus L. Albrecht,

Howard T. Chandler.

LAWRENCE PRIZES, 1897.

LATIN SCHOOL.

FOR EXCELLENCE IN CLASSICS. — Aubry E. Landry, Archie E. Minard, Robert M. Green, Herbert L. Marshall, Ralph H. Goldthwaite, Richard F. Jackson, Lawrence R. Clapp, Edward S. Bryant, Richard Pigeon, Harry R. Bolan, Curtis Lublin, William A. Kneeland, Basil B. Wood, Allen E. Howe, Theodore F. Jones, Herbert W. Hopkins, James A. Crowley, Benjamin T. Leland, David F. Leahy.

FOR EXCELLENCE IN MODERN STUDIES. — Thomas H. Reed, Mitchell Freiman, Charles S. Stanton, Reuben J. Hall, Henry R. Gardner, Lauriston Ward, Augustus L. Richards, Elias Field, Ralph W. Bumstead, Edward D. Glover, Keith McLeod, Charles W. Annable, Clifford H. Frost, Walter H. Freeman, Dana M. Wood, Morris Ferber, William H. Nelson, Fred F. Bryant, Frank V. Murphy.

FOR EXCELLENCE IN DECLAMATION. — *First Prize*. — John J. O'Donnell. *Second Prizes* — Leo J. Logan, Frank J. Kneeland. *Third Prizes* — Walter Shubruk, William C. McDermott. *Special Prizes* — John D. Williams, Curtis Lublin.

FOR EXCELLENCE IN READING. — *First Prize* — Flavel Shurtleff. *Second Prizes* — Archie E. Minard, Edward W. C. Jackson. *Third Prizes* — Ernest B. Watson, Augustus L. Richards.

FOR EXEMPLARY CONDUCT AND PUNCTUALITY. — Edward S. Bryant, Robert M. Green, Laurence R. Clapp, Archie E. Minard, Henry R. Gardner, Clifford H. Frost, William A. Kneeland, Theodore F. Jones, Benjamin T. Leland, Herbert W. Hopkins, Frederic G. Bauer, Chester W. Nichols, Joseph A. O'Gorman, Charles W. Annable, Benjamin C. Tower, Basil B. Wood, Curtis Lublin, James A. Crowley, William H. Nelson.

FOR EXEMPLARY CONDUCT AND FIDELITY. — Harrie R. Chamberlin, Harry A. Conway, Frederick C. Williams, Robert B. Whitney, Andrew J. Copp, Charles A. Norwood, Dennis S. Downes, Rufus B. Skinner, Floyd E. Rich, James V. O'Keeffe, James W. Keyes, William J. Clarke, James M. DeWolfe, Warren W. Reed, Louis Lazarus, John H. Hazard, Henry A. Jenks, Fabian V. O'Connell, George A. Vannah.

FOR ORIGINAL WRITTEN EXERCISES. — English Poem. *First Prize* — Howard S. Bennett. Poetical Translation from Vergil. *First Prize* — Frederic G. Bauer.

GARDNER PRIZE. — Original Essay. Arthur P. Young.

DERBY PRIZE. — Original Oration. Joseph A. O'Gorman.

FOR MILITARY DRILL.¹

(1.) *First Prize*. — Co. B, Capt. F. Shurtleff, First Lieut. L. E. Daloz, Second Lieut. C. S. Stanton, First Sergt. C. D. Daly. *Second Prize*. — Co. D, Capt. R. F. Leavens, First Lieut. E. B. Schallenbach, Second Lieut. E. F. O'Dowd, First Sergt. H. M. Cummings.

(2.) *First Prize for Pony Companies* (F. G. & H). — Co. H, Capt. A. E. Landry, First Lieut. A. W. Lincoln, Second Lieut. E. W. C. Jackson, First Sergt. E. J. Denning.

(3.) *Individual Prizes*. — *First Prize*. — Sergt. E. B. Horn, Co. D. *Second Prize*. — Sergt. J. P. Wadham, Co. G.

(4.) *Excellence in Drumming — Prize*. — Private A. D. Converse.

ENGLISH HIGH SCHOOL.

FOR ESSAYS. — *First Prize*. — (First Class) — P. C. Shipman.

FOR READING. — *First Prize*. — (Second Class) — H. J. James. *First Prize*. — (First Class) — R. Cleaves. *Second Prize*. — (First Class)

¹ These prizes are awarded at the annual prize drill from funds contributed by the school.

- A. H. Lane. *Second Prizes*. — (Second Class) — W. H. Mayo, E. K. Fenno, G. A. Farren. *Second Prizes*. — (Third Class) — W. Clapp, Jr., R. Carr, M. E. Lebon.
- FOR DECLAMATION. — *Special Prize*. — (First Class) — A. I. Rorke. *First Prize*. — (Advanced Class) — J. T. Scully, Jr. *First Prize*. — (First Class) — H. G. MacDougall. *Second Prize*. — (Second Class) — W. H. Mayo. *Second Prize*. — (Third Class) — E. C. Mayo.
- FOR EXAMINATION IN CHEMISTRY. — *First Prize*. — (First Class) — P. H. Linehan.
- FOR EXAMINATION IN PHYSICS. — *First Prize*. — (First Class) — A. B. Fopiano.
- FOR SENIOR EXAMINATION IN ALGEBRA. — *Second Prize*. — (First Class) — W. H. Dooley.
- FOR TRANSLATION OF FRENCH AT SIGHT. — *First Prize*. — (Second Class) — M. Muckensturm. *Second Prizes*. — (Second Class) — E. Granger, H. C. McKenna.
- FOR EXAMINATION IN DRAWING. — *First Prize*. — (First Class) — W. W. Foster.
- FOR EXAMINATION IN SOLID GEOMETRY. — *Second Prizes*. — (First Class) — P. H. Linehan, A. B. Fopiano.
- FOR EXAMINATION IN PLANE GEOMETRY. — *Second Prizes*. — (Second Class) — E. Granger, E. R. Fenno.
- FOR MIDDLE CLASS EXAMINATION IN ALGEBRA. — *Second Prizes*. — (Second Class) — E. Granger, C. B. Clapp.
- FOR TRANSLATION OF GERMAN AT SIGHT. — *First Prize*. — (First Class) — G. V. Sammet. *Second Prize*. — (First Class) — T. J. Sheahan.
- FOR JUNIOR EXAMINATION IN ALGEBRA. — *First Prize*. — (Third Class) — A. J. Archibald. *Second Prize*. — (Third Class) — F. M. Eaton.
- FOR DEPARTMENT AND SCHOLARSHIP. — (First Class) — I. G. Spitz, J. Louis Dahl, R. V. Brown, J. E. Ober, B. E. McKechnie, I. E. Adams, T. D. McCarthy, J. J. Attridge, J. W. Lewis. (Second Class) — M. Muckensturm, H. T. Kalmus. (Third Class) — F. B. McKechnie, A. J. Archibald, F. M. Eaton, W. H. Whitcomb, T. J. Ball, J. Allen, C. Mendelsohn, A. Rosenthal, J. W. Calnan.
- FOR DEPARTMENT AND FIDELITY. — (First Class) — W. P. Arnold, W. H. Dooley, A. E. Borden, A. P. Robinson. (Second Class) — H. W. Buhler, S. N. Cohen, A. R. Hammond, C. H. Curtis, G. E. F. Mansfield, C. S. Johnston. (Third Class) — C. G. Guild, F. B. Hunneman, L. O. J. Merrick, H. M. Kallen, H. Pofcher, D. M. Hurley, P. M. Leavitt, J. P. Hermann, M. N. Clarke, L. B. Selian.

DIPLOMAS OF GRADUATION, 1897.

NORMAL SCHOOL.

Girls.

Georgiana F. Adams,
Jeannette M. Bailey,
Alvira M. Bartlett,
Gertrude M. Bolster,
Mary E. Bowden,
Grace C. Boyden,
Elizabeth R. Brady,
Edith F. Brainerd,
Annie E. Brigham,
Lillian T. Bryant,
Helen A. Burke,
Katharine J. Burke,
Frances M. Campbell,
Ellen Carver,
F. Mabel Cassidy,
Viola S. Churchill,
Annie G. Colbert,
Ella J. Costello,
Mary A. Daly,
Clara G. Dennis,
Marion A. Dogherty,
Annie Dooley,
Mary E. Doyle,
Kathie H. Emery,
Lilian G. Farmer,
E. Florence Fisher,
Annie FitzGerald,
Sally T. Fletcher,
Charlotte A. Fraser,
Emily Frazer,
Florence G. Frazer,
Mary A. Fruean,
Margaret G. Gaffney,

Margaret F. Gannon,
Mary C. Gartland,
Hattie L. Gates,
E. Mabel Gibson,
Helen A. Hackett,
Josephine Hammond,
Mary C. Harrington,
Mabel C. Higgins,
Anna F. Hingston,
Helen L. Holmes,
Mary M. Hoye,
Charlena D. Hoyt,
Mary E. Hughes,
Annie S. Irvin,
Mabel A. Jenkins,
Grace G. Johnson,
Lydia D. Johnson,
Katharine P. Kelley,
Florence B. Kimball,
Edith E. Knowlton,
Alice E. Lawrence,
Agnes R. Leahy,
Mary A. Leavens,
Mary A. Lynch,
Anna T. Mahar,
Margaret Mais,
A. Gertrude Malloch,
Grace H. Mareman,
Florence E. Marshall,
Bessie McBride,
R. Genevieve McMorrow,
Margaret G. Melia,
M. Adelaide Moore,
Mary G. Morton,
Margaret F. Murphy,
Mary E. Murphy,

Ellen M. O'Connor,
 Mary E. O'Hare,
 Agnes B. O'Reilly,
 Annie C. O'Reilly,
 Marion E. Poole,
 Anna H. Prentiss,
 Elizabeth C. Quirk,
 Mary A. Quirk,
 Agatha P. Razoux,
 Margaret M. Ring,
 Katharine L. Roche,
 Mary A. Rourke,
 Winifred Ryder,
 Winifred S. Sanborn,
 Mary A. Scully,
 Anna M. T. Sheehan,
 Eleanor A. Smith,
 Eleanor F. Somerby,
 Sadie M. Spalding,
 Bessie H. Stark,
 Cherrie W. St. Clair,
 Loretta Sullivan,
 F. Mabel Sykes,
 Sophie G. Thayer,
 Maude C. Tinkham,
 Martha F. Titus,
 Agnes M. Turnbull,
 Mary L. Vining,
 Gertrude Weeks,
 Rose Weinberg,
 Florence G. Willis,
 Katherine F. Wood,
 Alice M. York.

PUBLIC LATIN SCHOOL.

Boys.

Robert S. Baldwin,
 Samuel Bamber,
 Joseph F. Bassity,
 Frederic G. Bauer,
 Louis H. Bonelli,
 Walter G. Bruns,
 Harrie R. Chamberlin,

Joseph S. Chipman,
 Harry A. Conway,
 Everett W. Crawford,
 Laurent E. Daloz,
 David Daly,
 Martin B. Dill,
 Eugene H. Douglass,
 Edwin L. Drowne,
 Simon E. Duffin,
 Ray P. Ellis,
 Arthur J. Foteh,
 Mitchell Freiman,
 Henry A. Guiler,
 John F. Havey,
 Edward Johnson,
 Frank J. Kneeland,
 Aubry E. Landry,
 Francis T. Leahy,
 Robert F. Leavens,
 Arthur W. Lincoln,
 Leo J. Logan,
 Frank W. Lowe,
 Frank R. Mahony,
 Archie E. Minard,
 George S. Morse,
 Chester W. Nichols,
 John J. O'Donnell,
 Joseph A. O'Gormon,
 Irwin La V. Powers,
 Thomas H. Reed,
 Augustine M. Reilly,
 George E. Robinson,
 George B. Ryan,
 Ernest B. Schallenbach,
 Charles F. Seaverns,
 Flavel Shurtleff,
 Louis A. Stillings,
 George H. Tower,
 Stuart Walker,
 Sylvester M. Whalen,
 Benjamin E. Wood,
 Fred C. Wormelle,
 Arthur P. Young.

GIRLS' LATIN SCHOOL.

Margaret G. Barrett,
 Mary W. Brigham,
 Mary E. Critcherson,
 Josephine M. Curry,
 Grace E. Dean,
 Jessie M. Douglass,
 Linna L. Ehrenfried,
 Martha M. Ehrenfried,
 Elizabeth M. English,
 Florence S. Fairbrother,
 Edith Hale,
 Alice C. Hood,
 Edith L. Howland,
 Katharine Leonard,
 Grace E. Lord,
 Grace V. Lynch,
 Grace M. Maher,
 Alice G. Meade,
 Elsie Mendell,
 Gertrude E. Newell,
 Alice E. Rockwell,
 Linda W. Seaver,
 Susan R. Seaver,
 Caroline B. Shaw,
 A. Gertrude Smyth,
 Emily H. Trommer,
 Louise N. Valpey,
 Marion G. Vinal,
 Frances P. Webster,
 Hertha D. Willey,
 Winifred B. Williams,
 C. Carlotta Wiswall.

BRIGHTON HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Henry C. Rice,
 Fred R. Stetson.

Girls.

Carrie G. Bates,
 Ella F. Bent,
 Katharine W. Hall,

Charlotte C. Hamblin,
 Grace I. Hubbard,
 Nellie E. White.

THIRD-YEAR CLASS.

Boys.

James E. Campbell,
 Charles F. Hamblin,
 Ewald P. Hara,
 John K. Leonard,
 John E. McDermott,
 William O'Melia,
 Thomas F. Tierney,
 Andrew V. Twomey.

Girls.

Beatrice M. Bird,
 Margaret M. Bowdoin,
 Martha M. Coakley,
 Elinor F. Cuslin,
 Lina K. Eaton,
 Teresa R. Flaherty,
 Ella F. Grafton,
 Mary E. Hampton,
 Edna F. Hill,
 Helen Hopkins,
 Annie L. Huke,
 Katherine A. Kelly,
 Lena M. Kiernan,
 Bertha R. Mawson,
 Agnes I. McGue,
 Helen A. Meserve,
 Caroline L. Meyers,
 Margaret C. Monahan,
 Mary E. G. Muleahy,
 Ethel B. Nicholl,
 Leila M. Nicholl,
 Mary F. Pierce,
 M. Emma Putnam,
 Bertha I. Raymond,
 Alice M. Robbins,
 Lillian L. Sargent,
 Caroline L. Wallace,
 Geneva Watson,
 Bertha L. Zoller.

CHARLESTOWN HIGH
SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Elba O. Boggs,
Lewis P. Fall,
Merrill F. Greene,
James J. T. McElligott,
William W. Welch.

Girls.

Jennie M. Bean,
Elizabeth L. Brown,
Margaret I. Burnett,
Louise M. Dolan,
Agnes J. Kenney,
Mary T. Laughlin,
Rose I. Lavelle,
Mary C. Leonard,
Ella E. MacKeen,
Emma F. Mahoney,
Florence A. McDonough,
Margaret V. Meade,
Ada F. Merrill,
Flora P. Mitchell,
Sarah V. Porter,
Ethel C. Raymond,
Elsie M. Sawyer,
Elizabeth C. Stetson.

THIRD-YEAR CLASS.

Boys.

Ernest T. Brenholz,
Otis H. Clark,
Daniel F. Connolly,
Theodore A. Finn,
Charles H. Ford,
John H. Laughlin,
John F. McBride,
Peter J. O'Neill.

Girls.

Faustina M. Allen,
Ida C. Bemis,

Bertha M. Brackett,
Bessie C. Brodbeck,
Louise C. Brown,
Gertrude A. R. Coleman,
Mary E. Coveney,
Mary B. Crowley,
Mary J. Cullen,
Elizabeth T. Garrity,
Florence P. Hall,
Eva E. Hathaway,
Ellen L. Heffernan,
Erma G. Hill,
Gertrude M. Horrigan,
Mary J. Howe,
Annie M. Hunter,
Ellen C. Kelly,
Anna E. Lailer,
Florence B. Lathrop,
Emma J. Leaker,
Alice T. Lincoln,
Mary V. Maguire,
Margaret A. McCauley,
Anastasia F. Murphy,
Ellen M. Murphy,
Julia A. Murphy,
Katharine E. Murphy,
Ellen F. Neagle,
Helen W. O'Keefe,
Gertrude V. Rohan,
Susan E. Sawyer,
Lucy M. Smith,
Louise P. Stowell,
Angie E. Taylor,
Nella B. Wharff,
Minnie L. White.

DORCHESTER HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Peter J. Callanan,
Frederick L. Dippel,
James O. Higgins.

Girls.

Henrietta G. Bonner,
Edna M. Dunning,
Mattie L. Dutton,
Ida M. Fisher,
Katherine A. Godfrey,
Amy E. Lang,
Jessie A. Oates,
Mary E. Thomas,
Ellen Welin,
Annie M. White,
Mary F. Wigley.

THIRD-YEAR CLASS.

Boys.

Robert Adams,
Walter S. Berry,
Joseph A. Carey,
Ernest M. Chaffee,
William B. Curran,
Leopold S. Hamburger,
George I. Hayes,
John J. Holloran,
Herbert J. Lane,
James L. Maclary,
Clifford L. Phillips,
J. Frank Scannell,
H. Thornton Winchester.

Girls.

Alice M. Adams,
Ellen A. Barry,
Alice P. Bill,
Lucy C. Brainerd,
Bess M. Carter,
Louise A. Carven,
Elizabeth D. Cuddihy,
Mary G. Curry,
Alice M. Dillon,
F. Edna Dillon,
Bertha A. Garran,
Carrie L. Green,
Katherine R. Haley,
Lillian T. Hannan,

Marion A. Howe,
Mabel M. Jenness,
Alice W. Lee,
Rose L. Lee,
Clara A. Malloch,
Grace L. Malloch,
May T. McLaughlin,
Agnes G. Meade,
Gertrude L. Morrell,
Elizabeth I. Mulhern,
Harriet E. Nute,
Alice M. Pinkham,
Katherine V. Rowe,
Alice Ruggles,
Edith A. Savage,
Lillian M. Smith,
Lavinia E. Stewart,
Frances C. Weymouth.

EAST BOSTON HIGH SCHOOL.

FOURTH-YEAR CLASS.

Girls.

Florence G. Erskine,
Catherine L. Fitzpatrick,
Lillian M. Hawkins,
Olive A. Kie.

THIRD-YEAR CLASS.

Boys.

Charles S. Croft,
Howard A. Dowe,
Byron O. Downing,
Morris Goldenberg,
John H. Graham,
Curtis Guild,
William G. Harrington,
William C. Maguire,
Frederick W. Mareman,
Charles W. Rand,
W. Leo Whelpley.

Girls.

Clara H. Allen,
N. Gertrude Averill,

E. Belle Battis,
 Hattie M. Bennett,
 Florence M. Bertram,
 Mary E. G. Butler,
 Margaret J. Connelly,
 Gertrude L. Fitzgerald,
 Sarah B. James,
 Mary I. P. Johnson,
 Caroline E. Kammerer,
 Margaret M. A. Kennedy,
 Helen M. McDougall,
 Anna Meyer,
 Kathleen M. Mills,
 Pearl L. Norton,
 Grace M. Plummer,
 Elizabeth N. Rood,
 Helen G. Russell,
 Caroline R. Singler.

ENGLISH HIGH SCHOOL.

Boys.

FOURTH-YEAR CLASS.

Louis Arkin,
 Milton L. Bernstein,
 Charles H. Brooks,
 Phillip F. Clapp,
 Charles H. Daley,
 Franklin A. Ferguson,
 George H. Franklin,
 Harry Goldenberg,
 Leopold M. Goulston,
 Timothy Guiney,
 Walter S. Heilborn,
 Louis Lewis,
 James J. Mahar,
 Hector McNeil,
 James P. Rand,
 Frederick T. Reed,
 Isaac D. Robbins,
 John T. Scully, Jr.,
 Ralph H. Stearns,
 Fred P. Webster,
 Ralph Whitman,
 Waldo G. Wildes.

THIRD-YEAR CLASS.

Irving E. Adams,
 Claude L. Allen,
 W. Percy Arnold,
 J. Lewis Aronson,
 Joseph Ascher,
 Eugene W. Ashley,
 John J. Attridge,
 A. Mason Barlow,
 Chandler O. Barry,
 C. Warren Barry,
 John F. Barry,
 John A. Bent,
 Percy D. Bishop,
 Charles J. Bliss,
 Charles F. Bogan,
 John H. Boodro,
 Adrien E. Borden,
 Guy E. Bragdon,
 Henry A. Brawley,
 Harold V. Bridgman,
 Charles W. Brown,
 George H. J. Brown,
 James H. Brown,
 Robert V. Brown,
 Alphonso Bruno,
 Charles H. Bulle,
 Joseph J. Burke,
 Isidore Buxbaum,
 Antonio A. Capotosto,
 Leonard D. Chandler,
 Clarence W. Chapman,
 David C. Chittenden,
 Robert Cleaves,
 James H. Condon,
 George H. Connor,
 Joseph H. Converse,
 Lawrence F. Cook,
 Richard H. Cosby,
 William A. Cowee,
 Joseph H. Craffey,
 Arthur J. Crosbie,
 William M. Crosby,
 William D. Crowell,

J. Louis Dahl,
 D. Leo Daily,
 Walter A. Davis,
 Robert C. Dickinson, Jr.,
 Walter A. Dinsmore,
 William H. Dooley,
 Dexter W. Draper,
 Rollins Drowne,
 William D. Eaton,
 George F. Eddy,
 Athole B. Edwards,
 C. Sumner Emerson, Jr.,
 James F. Farley, Jr.,
 John H. Farley,
 John H. Feeitt,
 Albert B. Fopiano,
 Thomas F. Ford,
 Winfield U. Foster,
 Francis Freeman,
 John A. Gault,
 John J. Gillis,
 Abe Goldberg,
 Louis Greenburg,
 Frank W. Henderson,
 Arthur W. Hersey,
 Frederic W. Hitchings,
 John J. Holland,
 Arthur A. Jackson,
 Harry Jeffrey,
 William J. Keily,
 William J. Kelly,
 Joseph P. V. Kiley,
 Edward J. Killion,
 Charles E. Kimball,
 Guy C. Larcom,
 Alfonzo S. Lattimore,
 Samuel Levi,
 Cyrus C. Lewis,
 John W. Lewis,
 Paul H. Linehan,
 Robert M. Macintosh,
 Frank Mahoney,
 Edward W. Manahan,
 David Mancovitz,

Oswell F. Mann,
 D. Clifford Martin,
 Hugh McBreen,
 Timothy D. McCarthy,
 H. Gordon McDougall,
 Benjamin E. McKechnie,
 James W. McNamara,
 James M. McNulty,
 Joseph J. Miller,
 C. Francis Mills,
 Charles G. Moffitt,
 John H. Monaghan,
 Wesley W. Morse,
 Van I. Nettleton,
 Julius E. Ober,
 Daniel T. O'Hayre,
 Harold S. Paul,
 Charles E. Peterson,
 Louis J. Peyser,
 Clarence S. Pond,
 John F. Prout,
 J. Russell Putnam,
 Alexander P. Robinson,
 Morris Romanoff,
 Alexander I. Rorke,
 Samuel F. Rosnosky,
 William S. Rowe,
 G. Victor Sammet,
 Frederick W. Schenk,
 Philip Seaver,
 Harry D. Semon,
 Samuel J. Shaw,
 George J. Shay,
 Thomas J. Sheahan,
 Edward F. Sherlock,
 Paul C. Shipman,
 Abraham Silverman,
 Frederick F. Smith,
 Herbert A. Smith,
 Selwyn D. Smith,
 Michael A. Spillane,
 Isaac G. Spitz,
 N. Ray Stiles,
 Charles L. Sullivan,

Augustine Taylor,
 Ralph Taylor,
 Charles P. Tolman,
 Eugene Vandenkerckhoven, Jr.,
 Eugene A. Vickery,
 George F. Wagner,
 Louis J. Walsh,
 Frank Wasserman,
 Henry F. West,
 Eugene D. Whitehouse,
 Arthur F. Whittam,
 James F. Wholey.

GIRLS' HIGH SCHOOL.

FOURTH-YEAR CLASS.

A. Edla E. Anderson,
 Ethel M. Bean,
 May J. Bowles,
 Mary E. Carey,
 Catherine M. Carney,
 Margaret L. Carolan,
 Effie M. Charnock,
 Christabell Clune,
 Josephine B. Cohen,
 Annie M. Currie,
 Agnes I. Daily,
 Mary E. Denehy,
 Alice F. Donohoe,
 Elizabeth F. Dorn,
 Amy E. Emery,
 Bertha F. Ernst,
 Mary E. Fiske,
 Ethel C. Flynn,
 Josephine Fokes,
 Elnora O. C. Fossett,
 Helen M. French,
 Caroline F. Fuohs,
 Frances A. Gallagher,
 Margaret J. Gamage,
 Minnie Goldsmith,
 Marion A. Hall,
 Catherine E. Halligan,
 Mary E. Hartnett,
 Louise C. Howes,

Ethel M. Hoyt,
 Edith Irving,
 Bertha H. Jenkins,
 Joanna J. Kelley,
 Agnes T. Kelly,
 Elsie D. Keniston,
 Mary R. Kennedy,
 Mabel C. Kinney,
 Ermina C. Leach,
 M. Josephine Leary,
 Mary A. Long,
 Lillie M. M. Loughlin,
 Mary A. Maloney,
 Etta A. Manning,
 Viola R. Marsh,
 Josephine E. McGarty,
 Henrietta H. McKenna,
 Anna M. Meyer,
 Mary J. Monahan,
 Ellen L. Moran,
 Genevra M. Moulton,
 Katherine S. Nash,
 Mary A. Nolan,
 Mary E. O'Kane,
 Frances E. Park,
 Emma Pearson,
 Julia E. Phalen,
 Caroline L. Regan,
 Theresa I. Russell,
 Bertha M. Smith,
 Mary E. Smith,
 Sarah C. Smith,
 Mary J. Stark,
 Violet K. Street,
 Alice G. Sullivan,
 Katharine M. Sullivan,
 Margaret A. Sullivan,
 Mary J. H. Taylor,
 Ada E. Thornton,
 Ida G. Thresson,
 Anna E. Tute,
 Jennie L. Tuttle,
 Florence M. Welch,
 Catherine A. White,

Rosalie C. Williams,
Hilda Williamson.

THIRD-YEAR CLASS.

Elsie F. Adams,
Florence M. Ayer,
Florence H. Banfield,
Cora Barnet,
Edith A. Beckler,
Marion Bent,
May E. Best,
Florence E. Bispham,
M. Josephine Blaisdell,
L. Satenig Bogdasarian,
Ruth M. Bourne,
Clara L. Bowler,
Ethel A. Breed,
Clara M. Breen,
T. Lillian M. Briggs,
Ethel Brigham,
Mary C. Brine,
Margaret A. Bryan,
Gertrude F. Buckley,
Adelaide E. Burke,
Mary G. Cahill,
Lillian Canavan,
Teresa L. Carlin,
M. Teresa Clayton,
Frances M. Coffey,
Nellie M. Collins,
Edith N. Connor,
Luella A. Corbett,
Ellen M. Cronin,
Isabel Cross,
Llora R. Culver,
Agnes F. Curtis,
Florence L. Dacy,
Carolena M. R. DeFabritiis,
Frieda C. Deiss,
Mary S. Doherty,
Lula J. Drake,
Henrietta Eichler,
Ellen K. Eichorn,
Agnes R. Elliott,

Blanche O. Emery,
Marie C. Eppe,
Etta C. Ernst,
Hortense M. Estes,
Ethel E. Farmiloe,
Mary M. Farren,
Elizabeth C. Feid,
Annie E. Fisher,
Gertrude G. Fitzpatrick,
Ethel A. Fosdick,
Ophelia B. Frank,
Irma Friedman,
Caroline F. Fuohs,
Annie Gaynor,
Annie R. Gibbons,
Blanche I. Goell,
Josephine L. Gould,
Elizabeth W. Griffin,
Idella L. Hamlin,
Anna J. Harmon,
Martha W. Haskins,
Sanda R. Herson,
Beulah C. Hill,
Margaret D. Hodges,
Katharine T. A. Hogan,
Lola C. Holway,
E. Gertrude Hutchinson,
Alice G. Johnson,
Bertha W. Jones,
Gertrude M. Kendall,
Emma V. Kennedy,
Margaret M. Kenny,
Lucinda R. Kinsley,
Nancy Knight,
Mabel R. Lane,
Leona R. Lee,
M. Josephine Lee,
Blanche L. Levy,
Ethel Lindgreen,
Ella M. Long,
Katharine T. Lyons,
Catherine M. Maddern,
Bertha V. Martin,
Josephine May,

Arabella C. McClintock,
 Annie E. McCormick,
 Agnes L. McMahan,
 Margaret V. McManus,
 Mary R. McNamara,
 Mary T. Melia,
 Julia M. Merrick,
 Gertrude E. Merrill,
 May B. Merrill,
 Petronilla M. J. Merten,
 Marianne S. Montgomery,
 Mary F. Montrose,
 Jessie A. Morse,
 Joanna C. Murphy,
 Mary G. Murphy,
 Theresa A. Murphy,
 Agnes G. Nash,
 Frances A. Nolan,
 Elizabeth W. O'Connor,
 Klara J. Olsson,
 May T. Orford,
 Catherine S. Parker,
 Ethel H. Pendleton,
 Josephine D. Perry,
 Eva Peterson,
 Anna T. Powderly,
 Isabel P. Reagh,
 Gertrude Roberts,
 Florence M. Robinson,
 Anna E. Rogers,
 Esther F. Scanlan,
 Fannie M. Schloss,
 Annie G. E. Shay,
 Elida J. Simming,
 Effie M. Smith,
 Margaret V. Smith,
 Jessie Spring,
 Fannie M. Stinson,
 Ava M. Stoddard,
 Adelaide R. Tavener,
 Mary Taylor,
 Caroline E. Thompson,
 Lillias M. Thomson,
 Jessie Tishler,

Ethelyn A. Townsend,
 Mildred M. Tute,
 Lena A. Walsh,
 Helen G. Weaver,
 Eva E. Whiting,
 Alice M. Williams,
 Louise Williams,
 Bessie F. Wiswell,
 Clara Woodall,
 Mizpah B. Zewicker.

MECHANIC ARTS HIGH SCHOOL.

Boys.

FOURTH-YEAR CLASS.

Lyman H. Bigelow,
 Harry H. Healey,
 Solon J. Stone, Jr.

THIRD-YEAR CLASS.

Augustus L. Albrecht,
 Webster B. Beatty,
 Charles A. Betteley,
 George G. Blackmer,
 Howard T. Chandler,
 David H. Cowell,
 Henry J. Frincke,
 Nathaniel D. Henchman,
 Lewis R. Jackson,
 Francis L. Maguire,
 Harold B. Maxfield,
 Charles E. Mayo,
 Walter B. Merrill,
 Carl L. Mittel,
 George M. Morris,
 Francis A. Nagle,
 Thomas E. L. Nolan,
 Anthony W. Peters, Jr.,
 Edward J. F. Piotti,
 Harry A. Putnam,
 Walter A. Read,
 Harry W. Sanborn,
 James C. Woodsome.

ROXBURY HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

William T. Curry,
 Frank B. Driscoll,
 Frank J. Eager,
 Arthur J. Eveland,
 William T. Foster,
 John F. Kelly,
 John P. Mack,
 William S. Pepperell,
 John R. Ross,
 Matthew J. Tobey.

Girls.

Jessica E. Ballou,
 Dora R. Bostwick,
 Bessie P. Boutelle,
 Lila W. Brackett,
 Mary P. Corrigan,
 Josephine H. Currier,
 Alice N. Cutler,
 Sadie T. Everett,
 Blanche E. Fallon,
 Alice Falvey,
 Alice L. Gibby,
 Mary E. Griffin,
 Beatrice L. Hadcock,
 Nellie F. Joyce,
 Mary E. Kelleher,
 Amelia L. Lewis,
 Florence F. Low,
 Clara A. Mitchell,
 Helen S. Murphy,
 Mary L. Murphy,
 Sara L. Palmer,
 Florence W. Parry,
 Ethel C. Patterson,
 Lizzie M. Pearson,
 Marietta Putnam,
 Ethel G. Reed,
 Isabelle F. Rowe,
 Isadore G. Rowe,

Alice J. Sughrue,
 Catherine J. Sullivan.

THIRD-YEAR CLASS.

Boys.

J. Percy Arnold,
 Arthur F. Baker,
 Walter F. Baker,
 Wakeman C. Bell,
 David E. Bigelow,
 Ernest E. Bisbee,
 Harry H. Bruns,
 Merton W. Clement,
 Eddy B. Copp,
 C. Evelyn Crofoot,
 Albert E. Doe, Jr.,
 Kenneth S. Duncan,
 Thomas W. Estabrook,
 Edward W. Hadcock,
 George W. Hinckley,
 Charles F. Lander,
 Daniel A. McCarthy,
 Felix Mullaly,
 Alexander H. Nichols,
 John H. Nolan,
 Charles H. Pattee,
 George W. Rahn,
 Earle H. Rosemere,
 Frederick W. Russell,
 Linwood D. Scriven,
 Edward Seaver, Jr.,
 Charles H. Shrieves,
 E. Minot Talbot,
 Willis H. Washburn,
 Charles E. Young.

Girls.

Maud P. Allen,
 Lillian A. Angier,
 Grace F. Ansart,
 Annie B. Atkinson,
 Florence A. Beal,
 Lena P. Berry,
 Deborah E. Bishop,

Amy E. Boyd,
 Edith F. Boyden,
 Louise A. Brady,
 Athelston Brandt,
 Grace G. Brooke,
 Carolyn O. Butler,
 Emma G. Capewell,
 Florence G. Carlyn,
 Ethel K. G. Cederstrom,
 Grace R. Clark,
 Harriet A. Craft,
 Florence Crockett,
 Grace M. Cutting,
 Elizabeth G. Devney,
 Georgia M. Dobson,
 Gertrude W. Doyle,
 Ethel K. Drake,
 Ethel M. Elliott,
 Florence E. Engel,
 Grace E. Fall,
 Mary I. F. Farrell,
 Alice B. Fee,
 Elizabeth M. Finneran,
 Elizabeth Fitz Gerald,
 Jennie M. Ford,
 Agnes Foster,
 Carrie E. Fox,
 Nellie L. Franklin,
 Etta Gallison,
 Lillian A. Gately,
 Edith J. Grush,
 Mabelle Gunther,
 Alice M. Hebdon,
 Anne C. Hodges,
 Bessie S. Hoffman,
 Ethel J. Holway,
 M. Genevieve Howard,
 Florence H. Howe,
 Nellie L. Humphry,
 Louise C. Hunt,
 Annie E. Johnson,
 M. Lilian Johnson,
 Katharine C. Kelley,
 Josephine E. M. Kelly,

Pearl G. Kennedy,
 Elizabeth T. Lavey,
 Edith W. Lawrence,
 Agnes B. Lawson,
 Gertrude Lombard,
 Mignon M. Lothian,
 Julia T. Maloy,
 Jeannette M. Marshall,
 Helen W. McConnell,
 Lena A. Norris,
 Ethel A. Patterson,
 Annie N. Peirce,
 Mabelle J. Read,
 Alma E. Reed,
 Fannie Rosenthal,
 Madeleine E. Sheehan,
 Florence M. Slutzki,
 Mary M. Smith,
 Ethel L. Squire,
 Evelyn Stark,
 Katharine M. Tautphaus,
 Mary B. Tautphaus,
 Lilian A. L. Truesdale,
 Bessie S. Tweed,
 Deborah Van Noorden,
 Annie E. White,
 Mary L. Wiggin.

W. ROXBURY HIGH SCHOOL.

FOURTH-YEAR CLASS.

Boys.

Leo A. Rogers.

Girls.

Eva B. Ammidown,
 Clara E. Bertsch,
 Annie R. Faunce,
 Clara L. Flanigan,
 Elizabeth A. Lyons,
 Margaret L. Toole,
 Agnes C. Watson.

THIRD-YEAR CLASS.

Boys.

Howard B. Clisham,
 Frank H. Colton,
 John F. Doonan,
 Thomas J. Edwards, Jr.,
 Arthur C. Faxon,
 Harry J. FitzSimmons,
 John H. Robinette,
 A. Oswald Yeames,
 Harold A. Yeames.

Girls.

Gertrude M. Brady,
 Sarah B. Cashion,
 Elizabeth G. Cunningham,
 Mary G. Davis,
 Nellie G. Dolan,
 Gertrude A. Duquet,
 Isabelle H. Earnshaw,
 Marie R. Ernst,
 S. Edith Fuller,
 Hermione A. Garvin,
 Annie S. Haxton,
 Eleanor B. Jamison,
 Isabel A. Johnson,
 Alice J. Kimball,
 Josephine G. Lally,
 Agnes L. Lawson,
 Mary A. McKinlay,
 Nellie D. McMorro, ^w,
 Ruth C. Meriam,
 Edith W. Nelson,
 Elizabeth T. O'Brien,
 Alice L. Reed,
 Elsa W. Regestein,
 Rachel F. Riley,
 Charlotte E. Romer,
 Morgie A. Smith,
 Bertha J. Spear,
 Anna C. Sutherland,
 Margaret L. Toole,
 Florence Wallace,
 Ellen Ward.

ADAMS SCHOOL.

Boys.

Charles G. Ahlstrom,
 Robert C. Anderson,
 James Baird,
 William Baird,
 Albert C. Berry,
 Alfred C. Boudreau,
 Charles F. Cowley,
 Walter J. Flaherty,
 John P. Grady,
 Winfield D. Hancock,
 Walter J. Hutchinson,
 Lewis B. Leary,
 Arthur B. Maclean,
 Francis A. McCarthy,
 Maurice Meyer,
 George H. Roberts,
 Israel N. Thurman.

Girls.

Mary C. Breslin,
 Isabella V. Burke,
 Mary A. Cabral,
 Susie M. Coan,
 Winifred A. Dunn,
 Matilda J. Johnson,
 Mary V. Kilgallen,
 Eva M. Lane,
 Emma B. Lavoie,
 Lorretta E. McCarthy,
 Catharine H. McInnes,
 Christina C. McLeod,
 Anna C. Olsen,
 Elinor Randall,
 Lelia B. Sparrow,
 Sadie L. Thacher,
 Alice W. Wellington,
 Sarah Williams.

AGASSIZ SCHOOL.

Boys.

Arthur T. Balkam,
 Charles H. Bauer,

Wilfred C. Beck,
 Charles E. Cobbett, Jr.,
 Warren Corbett,
 Gilbert W. Dick,
 James J. Fallon,
 Robert W. Farwell,
 Calvin B. Faunce, Jr.,
 Thomas F. Flynn,
 Joseph Fuerst,
 Gustave A. Gabulson,
 Joseph G. Glynn,
 John B. Godvin,
 John J. Keane,
 John L. Kelly,
 Arthur H. Kraus,
 John F. Lawler,
 William A. Leng,
 Thomas J. Long,
 Daniel L. Lynch,
 John T. Macurdy,
 James H. Maguire,
 Andrew T. McCarren,
 Charles E. McDonald,
 Arthur S. McKay,
 Charles A. McLean,
 Thomas J. McMorro,
 Robert W. Morse,
 Henry H. Nelson, Jr.,
 Nathan Oppenheimer,
 Howard A. Pineo,
 Edmund Purcell,
 Walter S. Reid,
 Alfred Richardson,
 William O. Shraeder,
 Raymond Spellman,
 Hermann A. Sturn,
 Henry B. Thompson, Jr.,
 Everett F. Tomlinson,
 Carl F. Underhill,
 Louis T. Wallis,
 George R. Wien.

BENNETT SCHOOL.

Boys.

Edwin C. Barker,

Arthur L. Beal,
 Frederick W. Coburn,
 Frank J. Connors,
 Richard J. Davis,
 John H. Devine,
 Francis W. Dobbratz,
 Austin H. Downs,
 William T. Fanning,
 Francis G. Fay,
 James F. Flaherty,
 John G. Gaffey,
 Charles J. Gallagher,
 Arthur Heinlein,
 Francis H. Ivory,
 Joseph V. Keefe,
 Lawrence Kennedy, Jr.,
 Frederick W. Keylor,
 Harry H. Millner,
 Charles Mitchell,
 Bernard T. Monahan,
 William I. Monroe,
 Alphonsus O'Farrell,
 Peter B. O'Farrell,
 Daniel W. O'Leary,
 James P. Phelan,
 John S. Rogers,
 Fred H. Sawyer,
 William T. Shaughnessy,
 Ralph B. Shipman,
 L. Goldthwaite Smith,
 Harold H. Swanton,
 Nathan R. Sylvester,
 James H. Willey,
 Chester A. Wilson,
 George H. Wood,
 Henry F. Wood,
 Harry T. Young.

Girls.

Ida E. Andrews,
 Edith B. Barron,
 Margaret A. Boylan,
 Margaret E. Brennan,
 Edith O. Brock,
 Margaret L. Cady,

Minnie L. Camack,
 Marjory Christie,
 Grace G. Coles,
 Annie G. Collins,
 Mary G. Corkery,
 Catherine V. Coughlin,
 Ellen L. Coughlin,
 Katherine E. Cufflin,
 Grace M. Cushman,
 Nettie Forshner,
 Mabel F. Frizzell,
 May A. Frost,
 May E. Gilmore,
 Catherine M. Gorman,
 Alice M. Grafton,
 L. Elizabeth Jackson,
 F. Ethel Jose,
 Mabel F. Keenan,
 Alice E. Kelley,
 Annie T. E. Kenney,
 Elsie W. Leesam,
 Amy M. Lockwood,
 Christina W. MacLachlan,
 Laura F. Marshall,
 Katherine E. McDermott,
 M. Ellen Murphy,
 Margaret E. Murray,
 Margaret M. Naghten,
 Elizabeth M. Noonan,
 Jeanie B. Pond,
 Gertrude M. Rogers,
 Sarah A. Rogers,
 Gertrude B. Sanderson,
 Sarah A. Spencer,
 Annie L. Swanton,
 Margaret L. Waters,
 Margaret G. Welch,
 Mary F. Welch,
 Laura White,
 Frances E. Woods.

BIGELOW SCHOOL.

Boys.

William G. Ball,

William J. Burke,
 Andrew Campbell,
 Michael Casey,
 Harry B. Cassidy,
 John J. Coreoran,
 Dennis J. Coughlin,
 Albert Crane,
 Herbert E. Cullen,
 John B. S. Dowling,
 Edward T. Erickson,
 Arthur J. Fellows,
 Harry W. Flynn,
 John J. Gardner,
 Thomas C. Gearin,
 Louis A. Hirshon,
 John W. F. Hogan,
 James Holland,
 James T. Hughes,
 Samuel Jacobs,
 Arthur J. Kelley,
 James M. J. Kelley,
 Michael J. Kelley,
 Augustine Lambert,
 George H. Marsh,
 George J. McDonnell,
 Patrick J. McGarry,
 Charles N. Minns,
 Frank A. Morgan,
 Thomas J. Morrissey,
 William H. Morrissey,
 John B. Neely,
 Bartley A. O'Connor,
 James J. O'Neill,
 Walter J. Orchard,
 David J. Quirk,
 John F. Roake,
 Charles T. Sands,
 Moses D. Slocum,
 Louis J. Sullivan,
 Joseph H. Toomey,
 George A. Wall,
 Richard J. White,
 Walter M. Wieners,
 James T. A. Wilson.

BOWDITCH SCHOOL.

Girls.

Helen L. Atwood,
 Bessie M. Baldwin,
 Ethel J. Beckwith,
 Norma S. Behr,
 Harriet Bowes,
 Emma T. Breivogel,
 Alice F. Cahill,
 Mary E. Camfill,
 Josephine F. C. Carroll,
 Susie D. Chipman,
 Ethel M. Coe,
 Anna E. Corr,
 Agnes C. Curley,
 Carrie A. Davis,
 Annie V. Devlin,
 Winifred Dole,
 Bridget M. Downey,
 Mary A. Doyle,
 Lillian B. Fagin,
 Mabel I. Falconer,
 Catherine A. Finlen,
 Sigrid Fredrikson,
 Beatrice R. Godfrey,
 Helen J. Gormley,
 Julia M. Graumann,
 Alice L. Griesman,
 Olive A. Hargraves,
 Florence A. Haskell,
 Catherine Haxton,
 Gladys Hayward,
 Edna F. Henderson,
 Martha E. N. Hindenlang,
 Josephine D. Hutchins,
 Esther L. Jacobs,
 Marion T. Keane,
 Edythe M. Keene,
 Margaret T. Kelly,
 Grace E. Kinnecom,
 Flora A. Kirmse,
 Grace E. Larish,
 J. Blanche Lavers,
 Margaret G. Lawler,

Louise B. Lorey,
 Margarethe M. Ludwig,
 Klea J. Maas,
 Dorothea Malsch,
 Caroline H. Martin,
 Adelaide L. McDonald,
 S. Gertrude McPherson,
 Mary R. Meehan,
 C. Isabel Mention,
 M. Gertrude J. Morgan,
 Elizabeth W. O'Connell,
 Helen E. Ransom,
 Charlotte E. Rogers,
 Mary J. Rogers,
 Elizabeth S. Rose,
 Hildur E. Rosenlund,
 Blanche C. Royce,
 Freda Salfisberg,
 Louise Schmitt,
 Ida M. Sexton,
 Isabella S. Shepherd,
 Jeannette M. Shepherd,
 Lillian R. Shorrocks,
 Sarah Siskind,
 Elizabeth C. Smyth,
 Alice M. Stone,
 Alice E. Stuart,
 Lucy D. Taylor,
 Harriet L. Thielscher,
 Helen I. Thompson,
 Rose Thompson,
 Augusta W. van Hall,
 Gladys Wadman,
 Linda G. Walker,
 Helen A. Wester,
 Bernice M. Whiting,
 Constance E. Yeames.

BOWDOIN SCHOOL.

Girls.

Georgenia Asbury,
 Mary G. Backus,
 Sarah A. Bannen,
 Flora A. Belson,

Lavinia R. Bonner,
 Mary H. C. Boylan,
 Ada B. A. Bradford,
 Emma J. Carpenter,
 Georgiana Charleston,
 Evelyn E. Clinton,
 Elizabeth M. Daly,
 Clementine S. T. Dominique,
 Alicia L. Dorsay,
 Celia B. Dubb,
 Emma Foster,
 Mary E. Gibney,
 Jennie A. Green,
 Margaret E. Green,
 Henka Griefmann,
 Carolyn J. R. Hagerty,
 Jessie M. Harding,
 Gertrude M. Johnson,
 Mary E. Johnson,
 Rosa X. Kizlevich,
 Lena Leibson,
 Theresa Linenthal,
 Marie A. Manning,
 Henrietta V. Mills,
 Violet L. Moore,
 Mary E. Moran,
 Grace E. Nolan,
 Rose O. Parker,
 Rachel Peyser,
 Eleanor F. Power,
 Winnifred S. Ricker,
 Edith M. Russell,
 Helena Samuels,
 Phoebe O. Sawin,
 Almira E. Smith,
 Olive A. Stavert,
 Annie C. Stone,
 Florence C. Sutherland,
 Ethel L. Wadleigh,
 Frances Wasserman,
 Louise M. A. Waterton,
 Jennie Wax,
 Sarah M. Williams,
 Georgietta D. F. Woodest,
 Elizabeth F. Zellias.

BRIMMER SCHOOL.

Boys.

Harry S. Aronson,
 Samuel B. Baker,
 Alexander W. Bannwart,
 D. Edward Bigwood,
 George A. Brown,
 Robert E. A. Cavanaugh,
 Abraham Cohen,
 David P. Collins,
 Robert W. S. Cox,
 William F. Crowley,
 William R. Fairweather,
 James A. Falconer,
 Howard S. Fletcher,
 Jacob Frankenstein,
 Hiram H. Frieze,
 Leo Gillis,
 Joseph Graham,
 Frank B. Hadlock,
 Arthur J. Horne,
 William T. Irish,
 Jonathan Jordan,
 William A. Kelley,
 Michael J. C. Kenney,
 Alexander Lipman,
 John D. Macauley,
 Jacob J. Marcus,
 William J. McBrearty,
 Frank P. McCarthy,
 Arthur T. L. McCrudden,
 Finley R. McDonald,
 Arthur H. McKenney,
 John F. McLoughlin,
 Frank J. McManamy,
 Frank O. Miskelly,
 Aaron V. Nelson,
 Rudolph Nettle,
 Joseph D. Pastorelli,
 Eugene F. Peterson,
 Frank W. Regan,
 George E. Scully,
 Gabriel Solomon,
 L. Francis Togna,

Joseph S. Werner,
Roy D. Zwicker.

BUNKER HILL SCHOOL.

Boys.

George B. Annis,
Cornelius J. Bowen,
Edward F. Buckley,
Richard P. Campbell,
Frank T. Curran,
Harry J. Cuthbertson,
Edward F. Gorman,
Joseph A. Haraden,
Charles M. Houghton,
Albert E. Hubley,
Maxwell S. Inman,
Henry J. McLaughry,
Waldo E. McDonald,
John L. McKinnon,
William S. Metcalf,
John J. O'Leary,
J. Ernest Pattee,
Charles L. Weld.

Girls.

Elizabeth M. Barker,
Mary P. Blaney,
Anna G. Cauley,
Mabel A. Collins,
Alicia L. Deveraux,
Annie M. Fowler,
Mary V. Goodwin,
Mary E. Grant,
M. Evelene Hayden,
Helen V. Hermanson,
Catherine A. Hogan,
Alice M. Kimball,
Winifred J. Maroney,
Georgia A. Meserve,
Elizabeth V. McGinniss,
Edna B. Myers,
Carrie S. Pitman,
Minna M. Powers,
Clara E. Rugg,

Bessie L. Tattrie,
Ethel J. Wilkins,
Nellie I. Wyman.

CHAPMAN SCHOOL.

Boys.

James L. Baker,
Edwin R. Colpitt,
Edgar E. Donnell,
Theodore I. Ellis,
Paul D. Emmons,
Joseph Gorham,
William G. Howard,
Roy E. Hutchins,
Leo Keating,
William H. Lewis,
Winfred H. Lewis,
Edgar S. Main,
Norman E. Marvin,
Alphonso L. May,
John D. McCarthy,
Robert E. McCarthy,
James McDonald,
Richard J. McNeil,
Russell A. Needham,
Clarence D. Rich,
William E. Riley,
George W. Rock,
Joseph J. Salter,
John J. Sexton,
Benjamin S. Smith, Jr.,
Z. Carleton Staples,
George E. Temple.

Girls.

Mary E. Armstrong,
Nellie R. Bell,
Emily Bergquist,
Ida G. Beverly,
Emily M. Bolan,
Leona F. Bucknam,
Arvilla A. Capell,
Elizabeth A. Cavenagh,
Elizabeth H. Crosby,

Wilma G. Dearborn,
 Clara M. Dingwell,
 Elizabeth M. Ellis,
 Marion R. Fenno,
 Grace E. Fogg,
 Gertrude L. Folger,
 Lillian I. Fraser,
 Louise S. Gillis,
 Fanny M. Goldenberg,
 Ruby M. Griffin,
 Mary E. Hatch,
 E. Gertrude Hazelwood,
 Pearl B. Hook,
 Mabel F. Hooper,
 Illene A. King,
 A. Belle Knox,
 Lorena O. Lee,
 Mabel B. Lehmann,
 Mabelle Lockwood,
 Florence J. Mariner,
 Rainetta R. Marshall,
 Isabella W. McGeehan,
 Mary A. MeVey,
 Bernice A. Metcalf,
 Rosa M. Nickerson,
 Anna B. Norton,
 Ivy F. Pierce,
 Catherine B. Porter,
 Florence E. Rollins,
 Elizabeth G. Salter,
 E. Adelaide Sanderson,
 Isabel M. Sanderson,
 Carrie E. Snow,
 Margaret B. Somes,
 Bertha E. Staples,
 Georgie I. Stratton,
 Mary E. Stratton,
 Emma L. Thurston,
 Mina B. Wallis.

CHARLES SUMNER SCHOOL.

Boys.

Albert W. Badger,
 Robert E. Baker,

Zadoc C. Baxter,
 Walter J. Bickford,
 Harold W. Blanchard,
 Adolph Brandli,
 Charles A. Breiding,
 William H. Callahan,
 Horace F. Cheney,
 Ray P. Clisham,
 John H. Coughlin,
 Thomas E. Coulthurst,
 Dana L. Deshon, Jr.,
 Richard Donovan,
 Henry G. Esselen,
 Hugh Fitzpatrick,
 Anton Helmboldt,
 John A. Johnson,
 Joseph C. Keating,
 James B. Kelly,
 Henry Kramer,
 William Kretschmar,
 Rudolph Lauterbach,
 Guy E. McLean,
 William H. Munsey,
 Joseph T. Murphy,
 Rudolph New,
 Herbert W. Olmsted,
 Harry Sadler,
 Ralph E. Sawyer,
 Ferdinand Schwender,
 Roger P. Stebbins,
 Clifford Thompson,
 Wilbert I. Trethewey.

Girls.

Grace E. Atwood,
 Esther W. Bates,
 Alice G. Brown,
 Louisa E. Brown,
 Ellen M. Buckley,
 Henrietta Clary,
 Marguerite E. Cleaveland,
 Emma G. Conner,
 Catherine C. Coulthurst,
 Edna M. Crosby,

Anna Cummings,
 Eva H. Cummings,
 Mary J. Curley,
 Jessie W. Dewar,
 Emma L. Dorll,
 Emma E. Galle,
 Clara E. Glover,
 Ethelyn C. Hallstrom,
 Edna E. Jeffery,
 Alice A. Johnson,
 Elizabeth C. Krebs,
 Lizzie M. Lee,
 Frieda L. Lorenz,
 M. Etta Marshall,
 Anna B. Martin,
 Edith M. Milligan,
 Agnes J. McDonald,
 Agnes G. Mullins,
 Lillian Noyes,
 Ingeborg Oas,
 Jessie M. Safford,
 Effie M. Schmitt,
 Hilma N. Sjobeck,
 Anna I. Steffens,
 May E. Steffens,
 Marie J. Strobl,
 Anna E. Theisinger,
 Alwina H. Vollenweider,
 Mary H. White,
 Blanche P. Williams,
 Ella I. Williams,
 Harriet S. Wills.

CHRISTOPHER GIBSON
 SCHOOL.

Boys.

George H. Davis, Jr.,
 John F. Dennis,
 Walter A. Dennis,
 Walter G. Eichler,
 James A. Feely,
 Edward J. Flynn,
 Homer H. Harbour,
 George A. Hill,

Eben W. Holden,
 Harry Houston,
 Dexter T. Knight,
 Robert W. Lothrop,
 Justin B. Lynch,
 Joseph L. Mack,
 John L. Mahoney,
 David I. Marden,
 John J. H. McAndrew,
 William T. McClintock,
 Leroy McGregor,
 Ralph P. Morrell,
 William H. Nixon,
 Daniel O'Lalor,
 Albert F. O'Malley,
 James J. O'Malley,
 Clarence J. Powers,
 Harry M. Richmond,
 E. Payson Ripley,
 George T. Ross,
 John A. Rutherford,
 Harold G. Setchell,
 Charles P. Sumner,
 Ernest R. Swartout,
 Ernest W. Thomas,
 Newell R. Tripp,
 George B. Voorhees,
 Frank Watts,
 Ernest B. Williams,
 Edwin T. Wood,
 Walter L. Wood.

Girls.

Grace W. Adams,
 Lorena E. Babbitt,
 Lillian M. Bishop,
 Emily Broomer,
 May A. Brown,
 Julia G. Cable,
 May T. Chittenden,
 Frances Cohen,
 Sadie Cohen,
 Estelle I. M. Curtis,
 Katherine V. Gately,
 Ella G. Jenkins,

Catherine Kelleher,
 Margaret E. Kelly,
 Theresa W. Kent,
 Cora E. Littlefield,
 Emily M. Loring,
 Anstice C. Luce,
 Katherine G. M. Marden,
 Mand L. Metcalf,
 Grace M. Morse,
 Daisy Neil,
 Annie T. O'Brien,
 Alice B. Pearsall,
 Nettie M. Proctor,
 Emma M. Quincy,
 Margaret E. G. Ryan,
 Mary A. Shea,
 Annie E. Sweeney,
 Ella L. Vinal,
 Mary A. Watson,
 Ethel M. Wiggin,
 Mary Wood.

COMINS SCHOOL.

Boys.

Ira J. Banash,
 John F. Craffey,
 Patrick Craven,
 Patrick J. Craven,
 John J. Cooley,
 William J. Coughlin,
 Edward G. Denning,
 Edward J. Dooley,
 John T. Durkin,
 Charles P. Galler,
 John J. Glynn,
 George J. Herlihy,
 Otto J. H. Hermann,
 John H. Kennealy,
 William H. Keogh,
 Thomas G. Kilday,
 James F. Lavin,
 John J. Madden,
 Arthur E. McCarty,
 Edward J. McGrath,

Frank J. Mooney,
 Arthur J. Myers,
 James W. Nugent,
 John M. O'Brien,
 Matthew L. O'Brien,
 John A. Rogers,
 Erwin Schmuck,
 Morris H. Seamon,
 Fred E. Smith,
 George E. Steele,
 Karl F. Wurttemberger.

Girls.

Emma E. Ambler,
 Margaret Brattin,
 Margaret T. Cass,
 Marie E. Connell,
 Mary J. Downey,
 Mabel Hanson,
 Annie G. Kelley,
 Ella M. Kitson,
 Mildred Linsky,
 Bertha Littig,
 Mary L. Mahoney,
 Josephine V. Mahoney,
 Mabel A. Mills,
 Lena H. Mustasky,
 Mary E. Scott,
 Catherine G. Sheehan,
 Mary E. Tolan,
 Jennie E. Trainor,
 Ida M. Vincent,
 Marguerite A. Worth.

DEARBORN SCHOOL.

Boys.

Milton J. Adams,
 Lester M. Bailey,
 Edward J. Barclay,
 Clarence A. Bates,
 Francis O. Carlson,
 James F. Carty,
 John J. Coholan,
 John H. F. Connor,

Frank J. Connors,
 James J. Cotter,
 Michael H. Devin,
 Clement J. Dore,
 Thomas L. Drury,
 William F. Duggan,
 Herbert W. Durgin,
 Arpard E. Fazakas,
 John A. Gillis,
 Oscar C. Goldberg,
 Ernest W. Gundstrom,
 William H. Harris,
 Arthur R. Harvey,
 Percy S. Hayden,
 Aloysius T. Higgins,
 Clarence H. Hirsch,
 Albert Holmes,
 J. William Hunter,
 Joseph D. Kenneally,
 Edward J. Lanagan,
 Frank Lawless,
 Charles A. Litchfield,
 James J. Malley,
 William H. Marden,
 Edward Martin,
 John O. Martin,
 Peter L. McGovern,
 Frederick J. McIsaac,
 Adolph E. Moebis,
 Henry A. Mulholland,
 Richard T. C. Mulroy,
 Bartholomew T. Murphy,
 Stuart R. Murther,
 Timothy J. Nolan,
 Clarence H. Ochs,
 Frederic W. O'Connor,
 Gustavus A. Ostermeyer,
 Harry J. Pike,
 Michael F. Quinn,
 Daniel P. Reardon,
 John F. Reardon,
 Frederick E. Reinhardt,
 Luther J. Sands,
 Augustus R. Saxe,

Fred A. Seabrook,
 Frederick A. Shorey,
 Arthur E. Spencer,
 Frederick C. Tisdale,
 Charles R. Ultsch,
 Harry E. White.

Girls.

Florence Balfour,
 Florence M. Barry,
 Annette H. Bruce,
 Mary E. L. Burton,
 Annie F. Cotter,
 Gertrude A. Crosby,
 Catherine J. Curran,
 Grace M. Darling,
 Mary A. Donnelly,
 Mabel R. Dougherty,
 Elizabeth G. Doyle,
 Lillian M. Draper,
 Eliza A. Edminister,
 Ida M. Edwards,
 Annie J. Fitzpatrick,
 Mary E. A. Foley,
 Beatrice D. Goldberg,
 Rosamond Gossman,
 Elizabeth M. Graham,
 Edith L. Gray,
 Margaret G. Hayes,
 Margaret E. Havey,
 Theresa F. Henebury,
 Lillian Herzberg,
 Mary F. Hoar,
 Anne J. Keating,
 Margaret V. Kelley,
 Myrtle E. Kilburn,
 Laura V. Kilcup,
 Mary E. Kirby,
 Margaret C. Lavin,
 Annette C. Lawson,
 Isabel M. Lingham,
 Edna R. McCrillis,
 Mary E. McLaughlin,
 Margaret J. Montgomery,

Mabel P. Murther,
 Minnie A. Ortle,
 Lena J. Raible,
 Margaret F. Rantin,
 Barbara A. Ross,
 Mary J. Rough,
 Katherine M. Scott,
 Jennie A. Shaughnessey,
 Marie L. Sundborg,
 Pauline E. Voelpel,
 Etta T. Welch.

DILLAWAY SCHOOL.

Girls.

Helen J. Boltz,
 Eleanor T. Breen,
 Mary T. Broderick,
 Catherine F. Brooks,
 Mary E. Bryant,
 Laura M. Byther,
 Catharine E. Cairns,
 E. Blanche Clapp,
 Lillian A. Cook,
 Mary V. Cox,
 Sara C. Crosby,
 Anna G. Dailey,
 Elizabeth M. Daley,
 Mary T. Davis,
 Eva A. Dinsmore,
 Mary L. Doyle,
 Mabel G. Dunham,
 Charlotte H. Everton,
 Grace B. Everton,
 Ella Fairhurst,
 Emma Fairhurst,
 I. Florence Gardiner,
 Emma T. Gateley,
 Henrietta E. Gramer,
 Rose F. Grishaver,
 Mary A. Guinan,
 Sarah A. Hall,
 Catharine A. Haney,
 Catharine G. Harper,
 Ida B. Harris,

Miriam Harris,
 Elizabeth E. Hickey,
 Grace A. Holbrook,
 E. Lillian Holden,
 Bertha M. Hoyt,
 Imogene H. Jewett,
 Margaret R. Johnson,
 Mary C. Jolley,
 Sarah E. Keefe,
 Caroline L. Kelley,
 Alice V. Lawless,
 Lena Lee,
 Lillian J. LeFevre,
 Rachel Lewenberg,
 Clara L. Lunt,
 Martha G. Lutz,
 Jeannette F. MacDonald,
 Helen H. Mahony,
 Olivia F. Marshall,
 Margaret M. McCormick,
 Mary E. McCormick,
 Florence H. Meade,
 Elsie Newman,
 Elsie H. Newman,
 Frances A. Nyhan,
 Imogene L. Owen,
 Angela M. Pearce,
 Helen V. Peck,
 Grace K. Percival,
 Ethel L. Peters,
 Wilhelmina M. Prasse,
 Mary J. Reddington,
 Helena M. Rice,
 Mary B. Ryan,
 Ellen R. Scott,
 Ida L. Simonson,
 Nella K. M. Smith,
 Edith M. Strauss,
 Marguerite Union,
 Pauline E. Vatter,
 M. Josephine Weber,
 Mary E. Welch,
 Alice M. Wetherbee,
 Lucy E. Whipple.

DUDLEY SCHOOL.

Boys.

Harold V. Anderson,
Karl G. Baker,
John V. Barrett,
Edward J. Barry,
Ernest M. Beck,
Royal P. Bott,
Henry W. Brasher,
George O. Brown,
George G. Bulfinch, Jr.,
Robert A. Christoffersen.
Carl H. Classen,
Joseph H. Coleman,
Edward W. Connors,
Walter C. Cummings,
Arthur E. Dayton,
Walter G. Dey,
William J. Donnelly,
James W. Downey,
Percival Fitzgerald,
John H. Flynn, Jr.,
Alfred H. Gardner,
Carl H. Gove,
Samuel Hanson,
Francis C. Healey,
George F. Helmboldt,
Sylvester W. Hill,
Walter E. Hume,
Allen F. Levy,
James M. Marmaud,
Alfred C. McKenzie,
Frederick W. Murphy,
William R. Redden,
Joseph J. Reddington,
William H. Rogers,
Walter S. Segal,
Ambrose D. Walker,
Howard R. Whitney,
Frank A. Wilson,
W. Harry Wood.

DWIGHT SCHOOL.

Boys.

Israel Alexander,
Herbert R. Ashworth,
Joshua A. Barry,
Fred F. Brassatte,
Harry L. Bnitekan,
Fred M. Bunker,
James I. Coleman,
Carroll C. Curtis,
Albert J. Donovan,
Robert S. Elwell,
Arthur E. Ferguson,
Augustus H. Galvin,
Reuben Harris,
Addison F. Holmes,
George M. Homans,
Charles W. Hoyt, Jr.,
Ralph B. Lamson,
Frank S. Leavitt,
Jeremiah Lee,
George S. Lewis.
Charles F. Maguire,
Sydney A. Malcom,
Ephraim J. Marks,
William A. McAlvin,
Frank A. McCarthy,
William McCutcheon, Jr.,
Andrew J. Monahan,
William B. Nugent.
William G. O'Doherty,
Edmund D. O'Reilly,
Edward W. Quirk,
Edward J. V. Raleigh,
John J. Ruddy,
Charles W. Slack,
William A. Sullivan,
Robert M. Tenny,
Henry I. White,
Louis D. Wilmot.

EDWARD EVERETT SCHOOL.

Boys.

Mando E. Augusta,
 Albert W. Bee, Jr.,
 Wesley W. Binford,
 Chester E. Bruce,
 William E. Bunton,
 William A. Callahan,
 Albert H. Chase,
 George A. Coleman,
 Francis E. Connor,
 Edward F. Coughlan,
 Joseph M. Daly,
 Charles A. Elliott,
 George E. Emerson,
 Francis J. Fitzgibbon,
 George A. Foley,
 Dwight N. Foster,
 I. Stebbins Gilbert,
 Fletcher Hale,
 Charles L. C. Hatch,
 Horace M. Hedden,
 Edward F. Hern,
 Joseph E. Hughes,
 Charles H. Pindell,
 Herbert W. Scott,
 Edward T. Shields,
 C. Nelson Shurtleff,
 William C. Swain,
 E. Payson Upham, Jr.,
 Irving C. Wright.

Girls.

Bessie A. Barnaby,
 Fannie I. Billings,
 Lavina Bunton,
 Edna L. Chase,
 Claire N. Colby,
 Matilda J. Coleman,
 Sophie W. de Veer,
 Florence A. Divver,
 Theresa E. Farrell,
 Luella A. Fickett,
 Katherine R. Gookin,

Annie L. Griffin,
 Sarah A. Griffin,
 Marjorie Hale,
 Gertrude A. Hall,
 Mary S. Hayes,
 Geraldine L. Heald,
 Ruth A. Jordan,
 Rina M. Kennedy,
 Isabelle W. Lynch,
 Esther Mann,
 Alice B. Meyer,
 Isabelle M. Miller,
 Bessie C. Minard,
 Maud C. O'Hara,
 Rosetta M. O'Neill,
 Ethelind E. Peck,
 Gertrude E. Piper,
 Maud E. Shedd,
 M. C. Ludivine Soyard,
 Grace R. Treadwell,
 Marie H. A. Will,
 Ellen Wright.

ELIOT SCHOOL.

Boys.

William Alflowich,
 Hyman Amolsky,
 Samuel Beck,
 Francis H. Bellevue,
 Anthony J. Benzani,
 Frederic A. Biggi,
 Max Brooks,
 Timothy R. Cadigan,
 Harris Cohen,
 Hyman Cohen,
 Daniel E. Crimlisk,
 Daniel F. Crowley,
 Charles Cuneo,
 Paul C. Desario,
 Harry Finkelstein,
 Antonio J. Granara,
 Louis Harris,
 Timothy J. Howard,
 Charles O. Jones,

Joseph Kaplan,
 Frederick T. Keefe,
 Benjamin Levine,
 Harry Levine,
 Jacob Levine,
 Simon Liebman,
 Bernard Lipsky,
 Moses Makler,
 Joseph A. Milano,
 David Miller,
 Hyman Morrison,
 Raphael Nuiherseg,
 Isaac Niditch,
 Jeremiah F. Riordan,
 Hyman S. Rogers,
 Alfred R. Rudd,
 Thomas F. Ryder,
 Edward A. Scigliano,
 Simon G. Shapiro,
 Thomas J. Shea,
 Abraham A. Simon,
 Eugene E. Stack,
 Frank J. Vignali,
 Solomon A. Wald,
 Carl Warsofsky,
 Morris L. Weiss.

EMERSON SCHOOL.

Boys.

Albert L. Ayer,
 Walter F. Bibber,
 William P. Bithell,
 John H. Bond,
 Ernest L. Booth,
 Leroy R. Brooks,
 Ernest L. Brown,
 Thomas F. Carter,
 Frank H. Clements,
 Bert L. Colby,
 Augustine Eling,
 John Evans,
 John W. Farren,
 Orion E. Fisher,
 Elmer J. Gallagher,

John A. Goodearl,
 John Hendricks,
 Arthur W. Holmes,
 George I. Ivester,
 Henry N. Johnson,
 Frederick A. B. Joyce,
 Arthur F. Kiernan,
 Alfred W. Larrabee,
 George F. Lombard,
 Thomas F. Lyons,
 Joseph F. Maguire,
 J. Edgar McLean,
 Alexander S. Neal,
 William L. Norton,
 William H. O'Brien,
 Otis A. F. Page,
 John N. Paterson,
 William R. Pitcher,
 George O. Stuart,
 Robert W. Swett,
 Chester A. Trask,
 J. Edward True.

Girls.

A. Ethel Anderson,
 Gertrude E. Austin,
 Susie O. Beretta,
 Lotta E. Bruce,
 Lydia E. Burnett,
 Gertrude L. Cooke,
 Rose E. Costa,
 Edith M. Cragin,
 Agnes B. Doyle,
 Ethel M. Elliott,
 Georgietta A. Erskine,
 Nettie B. Fiske,
 Lulu Forest,
 Hattie L. Goodwin,
 Annie N. Gott,
 M. Valentina Gustowski,
 Bernice W. Hathaway,
 Olga A. Headbloom,
 Marie A. Heeck,
 Helena I. Hendrick,

Harriett M. Hodgkins,
 Annie W. Howland,
 Ethel J. Jordan,
 Elizabeth Kammerer,
 Elfreda G. Kennedy,
 Blanche E. Larrabee,
 Anna R. Liden,
 Beatrice P. Maccabe,
 Mabel E. Mansfield,
 Sarah E. McLean,
 Margaret E. McMurray,
 Etta Meyer,
 C. Gertrude Mulcahy,
 Cora F. Nutter,
 A. Maud Odiorne,
 Mae A. Pitcher,
 Nellie P. Quirollo,
 Helen L. Roach,
 Flora M. Schaffer,
 Mary M. Seaboyer,
 Hattie M. Stubbs,
 Anna A. Walker,
 Elizabeth H. Wyke.

EVERETT SCHOOL.

Girls.

Florence M. Alley,
 Mary J. Barry,
 Hannah Bergman,
 Catherine P. Bishop,
 Mary E. Brown,
 H. Belle Cameron,
 Alice J. Casey,
 Maud B. Cochrane,
 Mary A. Coleman,
 Ella M. Collins,
 Marguerite C. Cronan,
 Mary A. Cunio,
 Clara DeYoung,
 Mary A. Dildine,
 Greta M. Ellis,
 Caroline W. Emery,
 Eva Friedlander,
 Ethel M. Goudey,

Emma A. Gregori,
 Bertha M. Griffin,
 Lillian M. Griffin,
 Marjory E. Groves,
 Margaret E. Harrington,
 Irene Harty,
 Maria P. Hicks,
 Mabel C. V. Holmes,
 Louise A. Ingersoll,
 Ellie I. Jones,
 Mary E. Kleinfelder,
 Bessie C. Laundrigan,
 Edith B. Levy,
 Elizabeth K. Limond,
 Mildred L. Luey,
 Mary J. Mahoney,
 Mary C. Mannix,
 Margaret E. McConnell,
 Mary E. T. McElligott,
 Margaret McLeod,
 Florence McVeigh,
 Margaret J. Miller,
 Elizabeth H. Moore,
 Annie A. Morse,
 Eleanor M. Mullen,
 Aurelia Murphy,
 Lillian M. Piper,
 Mabel E. Reed,
 Emilie G. Robson,
 Helen Rosen,
 Alice M. Ryan,
 Edna F. Scott,
 Maud Smullen,
 Sarah G. Sparrow,
 Agnes L. Steele,
 Nina M. Steele,
 Lilla M. Taylor,
 Mary E. Tobin,
 Rose Todtman,
 Elsie E. Washington,
 Gertrude T. Wells,
 Mary E. Welsh,
 Mabel W. Wetmore,
 Sherlie B. Wheeler,

Daisy Whiting,
 Henrietta Whitney,
 Christina J. Williams,
 Grace Wood,
 Helen D. Woodbury,
 Annie M. Yates.

Berta W. Ripley,
 Mary A. Robinson,
 M. Gertrude Runey,
 Kate M. Walker,
 Millie E. Winter,
 Sarah A. G. Wood.

FRANKLIN SCHOOL.

Girls.

Catherine V. Barry,
 Ethel M. Blair,
 Martha I. Clarke,
 Annie I. Coffey,
 Margaret A. Collins,
 Annie L. Connelly,
 Catherine A. Connolly,
 Edith M. Daggett,
 Eva M. Daly,
 Elizabeth Dame,
 Alice M. Davis,
 Eleanor F. Fagan,
 Florence M. Fay,
 Ella F. Gardner,
 Esther Goldberg,
 Mary Graham,
 Charlotte M. Granville,
 Ida M. Hale,
 Evangeline R. Hall,
 Edna Hersey,
 Francis R. Hoffmann,
 Mary R. Johnston,
 Cora E. Kammerlee,
 Florence C. Keane,
 Anna F. Kelley,
 Alice E. Lakeman,
 Margaret M. Mackay,
 Imogene MacCallum,
 Stasia G. Maher,
 Florence A. Mahoney,
 Edith E. McCloskey,
 Alice S. MacKay,
 Lilian P. Moning,
 Mabel D. Neale,
 Josephine D. Quinlan,

FROTHINGHAM SCHOOL.

Boys.

William G. Bowler,
 Frederick C. Caffery,
 Frank B. Christensen,
 Louis Curcio,
 William F. Dillon,
 Joseph R. Donovan,
 Thomas J. Duggan,
 Francis A. Fayne,
 James A. Fayne,
 John M. F. Fentross,
 William T. F. Glennon,
 Mathew J. Green,
 Vincent J. Guilfoyle,
 Joseph Hayward,
 Frederick P. Hogan,
 John J. Hogan,
 James H. Holm,
 William A. S. Hughes,
 Thomas M. Kenefick,
 Alexander Macaulay,
 Frederick C. Macomber,
 Edward F. McNulty,
 James J. Meade,
 Philip Morris,
 Authur L. Nille,
 George Noonan,
 Frank A. O'Brien,
 George F. O'Keefe,
 John M. O'Neil,
 Charles F. O'Rourke,
 Cornelius F. Regan,
 Charles E. Riordan,
 Patrick F. Riordan,
 Edward S. Roche,
 Patrick V. Roche,

Frank A. Scanlan,
George F. Sheeche,
John F. Thompson,
Hale S. Very,
Bertram F. H. White.

Girls.

Gertrude C. Barry,
Katherine M. Brickley,
Annie L. Burke,
Grace E. Campbell,
Ellen M. Coady,
Julia F. Cody,
Mary M. Coughlin,
E. Lillian Curcio,
Elizabeth E. Dacey,
Gertrude A. De Ferarri,
Helena C. Depner,
Florence L. Foster,
Gertrude M. Glennon,
Mary E. Hague,
Miriam Hayward,
Grace A. T. Hefron,
Mabel L. A. Hefron,
Blanche M. Howard,
Mary A. Kelley,
Mary A. Kennedy,
Ellen V. Koen,
Mary E. Lailer,
Catherine M. Magee,
Katherine V. McAdam,
Rose M. McCabe,
Agnes J. McCormick,
Katherine McDonough,
Alice L. McManus,
Ellen L. McNulty,
Frema R. Morrill,
Olga M. Mortenson,
Alice F. Murphy,
Frances H. Murphy,
Mary E. Neagle,
Elizabeth M. O'Brien,
Lillian F. O'Neil,
Mary E. O'Neill,

Grace P. Poor,
Sarah K. Ritchie,
Julia F. Scannell,
Mary J. Steele,
Anna W. Sullivan,
Gertrude F. Sullivan,
Alice E. Sundberg,
Winnifred M. Sutton,
Charlotte G. Sweeney,
Mary E. Travers,
Annie M. Waters,
S. R. Eileen White,
Lena Williams.

GASTON SCHOOL.

Girls.

Effie C. Bard,
Edith A. Bell,
Grace A. Belmont,
Ida A. Bentley,
Annie I. Bertram,
Jeanie E. Bertram,
Florence M. Black,
A. Cecelia Boleman,
Marian Brookshaw,
Mary M. Campbell,
Marguerite E. H. Carroll,
Harriet L. Cokely,
Effie M. Conley,
M. E. Bertha Coupal,
Jennie G. J. Cox,
Katherine A. M. Defren,
Lovisa A. Delamater,
Mary F. Downes,
Wynnette L. Drew,
Kate Glenister,
Anna C. Grimes,
Elizabeth G. Hagerty,
Edith M. Hall,
Margaret H. Hartnett,
Eilleen M. M. Henderson,
Laura B. Huxtable,
Marjorie H. Keenan,

Evelyn G. Lally,
 Florence E. Libbey,
 Lillian M. Mace,
 Florence A. Maher,
 Eva M. E. Murray,
 Mary E. Murray,
 Annie B. Nickerson,
 Susan C. Page,
 Mande H. Park,
 Mary E. Pike,
 Mary F. Potter,
 Camille L. Procter,
 Addie M. Robertson,
 Mary G. Ryder,
 Lillie M. Sander,
 Mary M. Sliney,
 Henrietta L. Stumpf,
 Alice M. Sullivan,
 Mary M. Sullivan,
 Mabel L. Symes,
 Helen I. Thurston,
 Eva L. Tibbetts,
 Lillian M. Tripp,
 Edith E. Waters,
 Ellen F. Welch.

GEORGE PUTNAM SCHOOL.

Boys.

E. Parker Archibald,
 George O. Ayers,
 Louis T. Bartlett,
 William A. Brennan,
 Frederick L. Brans,
 Thomas A. Cook,
 John C. Daly, Jr.,
 Robert J. Driscoll,
 Edward W. Egan,
 Charles W. French,
 Thomas P. Gormley,
 Andrew C. Linberg,
 Joseph H. Mack,
 Joseph H. Magnire,
 William C. Rogers,

Alphonsus J. Scully,
 George F. Wandless.

Girls.

Frieda F. Armstrong,
 Katherine E. Blizard,
 Florence M. Cashen,
 Sarah E. French,
 M. Elizabeth Johnson,
 Katherine V. McBreen,
 Susan V. McCabe,
 Jeanette A. McCann,
 Edith M. Morrison,
 Jennie B. Murray,
 Annie L. Paddock,
 Margaret M. Somes,
 Luciana J. Traverse,
 Alice L. Watson,
 Margie E. Wiggin,
 Ada K. Wood.

GILBERT STUART SCHOOL.

Boys.

Edward L. Bater,
 George H. Bourne,
 Charles H. Grocott,
 Leveritt T. Hughson, Jr.,
 John D. Lyons,
 Theodore B. Merrill,
 David E. Owen,
 William E. Riley,
 Walter S. Strangman,
 Russell A. Talbot,
 John W. Thompson,
 James Traverse,
 Ernest T. Upham,
 Patrick H. Walsh.

Girls.

Margaret Acheson,
 Mary Bartlett,
 Grace E. Bolster,
 Mary C. Canario,

Lillian A. Geary,
 Marian B. Healey,
 Rose D. Hoye,
 Bertha H. Leavitt,
 Mary V. Lockney,
 Clara Lyons,
 Maude E. Means,
 Mabel Morrison,
 Annie J. Ripley,
 Elsie M. Soule,
 E. Florence Strangman,
 Mary Thatcher,
 Kathryn R. Tierney,
 Clara M. Upham,
 Helen V. Walsh,
 Mabel Woodworth.

HANCOCK SCHOOL.

Girls.

Minnie Barron,
 Mollie Barron,
 Isidi Boggiano,
 Rosa E. Carabbio,
 Gertrude Cohen,
 Lena Cohen,
 Rose A. Cohen,
 Hannah M. Doherty,
 Annie Fine,
 Aurelia J. Franekini,
 Ida Galbenwetz,
 Florence R. Geldert,
 Rebecca Goldberg,
 Annie E. Gordon,
 Paulein Gordon,
 Matilda Kennamon,
 Jennie V. Kenneally,
 Bessie Lippa,
 Etta Lipsky,
 Catherine Oneto,
 Clara M. M. Osborn,
 Ida E. Pearlman,
 Alice G. Peterson,
 Sarah Shapiro,
 Abbie Sheehan,

Mabel M. Silverman,
 Rose Silverman,
 Lizzie E. Smith,
 Lottie H. Wyzanski.

HARRIS SCHOOL.

Boys.

William E. Baker,
 Robert S. Beek,
 Allan Bradshaw,
 Walter Bradshaw,
 Schuyler A. Clapp,
 Richard A. Collins,
 James F. Edwards,
 John J. Flynn,
 Thomas E. Flynn,
 Edward M. Hagarty,
 Charles T. Harding,
 John M. Kelley,
 John H. McManus,
 J. Holland Oates,
 Guy A. Richardson,
 William E. Salmon,
 John H. Smalle,
 Frank J. Souther,
 Alden S. Tileston.

Girls.

Winifred C. Baker,
 Emma Brehm,
 Theresa H. Brennan,
 Adelaide G. Dannahy,
 S. Elizabeth Drew,
 Edna M. Glidden,
 Grace G. Godfrey,
 Helen S. Goldthwaite,
 Victoria G. Hendrickson,
 Theresa C. Judge,
 Margaret V. Lilly,
 Lillian B. Maitland,
 Edith L. Marshall,
 Kate A. McFadden,
 Nellie L. McLaughlin,
 Ora E. Moore,

Edith Morris,
Margaret Murdock,
Catherine A. Murphy,
Sadie Northup,
Ruth Saxman,
Helen G. Spear,
Josephine F. Sullivan,
Fannie W. Weeks,
Helen M. West,
Mary F. Wilbar,
Carrie S. Wood.

HARVARD SCHOOL.

Boys.

Charles K. Blaisdell,
Maurice R. Callahan,
Richard D. Carroll,
James J. M. Clark,
James L. Cowan,
Charles H. Daley,
Frank Driscoll,
William H. Green,
Edward F. Higgins,
Frank J. Kearns,
William J. Kelley,
John J. Mahoney,
Frank J. McDonough,
Owen D. Murphy,
Patrick F. O'Brien,
Winthrop D. Stacey,
Cornelius J. Sullivan,
John J. Sullivan, Jr.,
Michael L. Sullivan,
Samuel L. Sullivan,
Richard F. Sweeney,
George F. Tegan,
Frank J. Tully.

Girls.

Apolonia C. Andreoli,
Frances L. Carey,
Nellie L. Coughlin,
Annie A. Doherty,
Alice D. Fallon,

Catherine T. Ford,
May E. Gannon,
Lillian M. Giles,
Carrie A. Hall,
Eva F. Macdonald,
Effie M. Merrill,
Nellie C. O'Brien,
Lucille M. Perry,
Annie T. Quigley,
Elizabeth G. Regan,
Ethel G. Ross,
Mary A. Troy,
Grace Vickery,
Edna M. Whiting.

HENRY L. PIERCE SCHOOL.

Boys.

Lyman Abbott,
James P. Balfe,
Walter H. Banister,
Ralph C. Barnstead,
Harold Bates,
Sanford Bates,
Herbert E. Berry,
E. Parker Bradman,
George E. Brennan,
John J. Byrne,
Alonzo Collamore,
Austin R. Cushing,
Charles C. Dasey,
Frank L. Davis, Jr.,
Richard DeNeill,
George Dowling,
Harold J. Dyer,
Hubert G. Fisher,
Lawrence J. Fisher,
Charles H. Foster,
Robert Gallagher,
William A. Gallagher,
George W. Garran,
James H. Goss,
Charles W. Hawkes,
W. Dana Hodgkins,
Harold L. Hopgood,

James J. Hughes,
 Clarence Hurd,
 Howard V. Knight,
 Bernard V. Lent,
 Edward H. Loomer,
 Archie G. C. Loveys,
 Charles P. Lowell,
 J. Edward Mahoney,
 Grosvenor D'W. Marey,
 Claude E. Marden,
 Edward Martin,
 William A. McFarland,
 Alden Merrill,
 Chester S. Merrill,
 Walter H. Naylor,
 Orren W. Oliver,
 Peter R. Pastene,
 Stanley W. Poole,
 E. Fayette Powers,
 Fred H. Powers,
 Archibald D. Pratt,
 Charles A. Pratt,
 Albert G. Prescott,
 George H. Rohrer,
 James J. Roster,
 Robert C. Shaal,
 Edward G. Shaw,
 William H. Shuttleworth,
 George S. Simmons,
 Alfred W. Smith,
 Arthur C. Spaulding,
 Herman B. Stengel,
 Clarence E. Stone,
 Samuel A. Tolman,
 Howard M. Wheelock,
 Albert F. Wigley,
 Eliot L. Williams,
 John T. Wogan, Jr.,
 Frank H. Wright.

Girls.

Elizabeth F. Bailey,
 Edith E. Bard,
 Grace J. Belknap,

Florence E. Blanchard,
 Mary C. Boyle,
 Ada L. Chapin,
 Alice L. Christopher,
 Ella M. Clark,
 Katherine L. Clark,
 Enid K. Cripps,
 Helen B. Eaton,
 Mary R. Fahey,
 C. Louise Fairbanks,
 Eliza H. Fannce,
 Anita P. Graziana,
 M. Theresa Halligan,
 Sophia F. Hayes,
 Alice M. Houghton,
 Elizabeth Lang,
 Nellie C. Lawson,
 Mary G. Lockwood,
 Eva H. S. Lucas,
 Marion F. Lyons,
 Anna R. Madore,
 Margaret McCloskey,
 Zida W. Miller,
 Marie C. Morse,
 Elizabeth Murray,
 Theresa C. Murray,
 Katherine A. Newell,
 Ida R. Parker,
 L. Belle Parker,
 Mabel R. Prior,
 Bertha Reynolds,
 Ella M. Richards,
 Minnie F. Scott,
 Alberta M. Smith,
 Ethel F. Smith,
 Josephine E. Sprague,
 Katharine G. Tobin,
 Bertha A. White,
 Mabel A. Wilcox,
 Mary E. Willwerth,
 Anna H. Wogan,
 Sarah M. Woodward,
 Natalie M. Young.

HUGH O'BRIEN SCHOOL.

Boys.

William R. Beal,
 Eugene Bissell,
 Joseph J. Cody,
 Frank X. Coveney,
 Frank T. Crosby,
 John F. Duross,
 Styles A. Fisk,
 James D. Gaffney,
 Albert R. Getchell,
 Fred L. Guteruth,
 Albert R. Herring,
 Charles Kern,
 Jacob Masse,
 John P. McNealey,
 Arthur W. Murphy,
 Frank J. O'Brien,
 Thomas F. Rowe,
 Robert L. Vaughn,
 George A. Walsh.

Girls.

Elizabeth Allbright,
 Edith I. Atwell,
 Florence A. Brennan,
 Katherine G. Brophy,
 Myrtle A. Chapman,
 Clara L. Dale,
 Laura E. Davies,
 Jessie A. Dumec,
 Edna F. J. Flynn,
 Ida Hanson,
 Lillian B. Hull,
 Grace A. M. Leary,
 Mollie A. Lenzi,
 Annie E. Mahoney,
 Annie B. McCabe,
 Lillian H. Morris,
 Ellen L. Parker,
 Grace J. Powers,
 Gladys A. Randall,
 Carrie Roessle,

Marriette C. Russell,
 Margaret I. Stronach,
 Ada A. Tizley.

HYDE SCHOOL.

Girls.

Ruth Anderson,
 Gertrude M. Armstrong,
 Jessie E. Birnie,
 Sarah F. Blatt,
 Clara E. Calder,
 Margaret M. Canty,
 Minnie E. Clarke,
 Jessie M. De Shun,
 B. Pearl Dougher,
 May E. Drummond,
 Annie J. Dudley,
 Josephine G. Fay,
 Susan J. Fitzpatrick,
 Lily Flower,
 Blanche H. Frederickson,
 Ethel M. Gates,
 Helen M. Goode,
 Margaret M. Griffin,
 Jeannette Harris,
 Rose Kadetsky,
 Helen L. Lawson,
 Ietta Lloyd,
 Agnes M. McCarthy,
 Ellen F. O'Donnell,
 Lucile Pitts,
 Margaret E. Powell,
 Bertha H. Ross,
 Sarah E. Ryan,
 Margaret M. Sheehan,
 Theresa A. Smith,
 Fredericka D. Stevens,
 Theresa E. Stubbs,
 Bertha M. Swenson,
 Annie H. Thompson,
 Margaret Turley,
 Anna A. Walsh.

JOHN A. ANDREW SCHOOL.

Boys.

John F. Bresnahan,
 John A. J. Cahill,
 Vincent G. Connolley,
 James Cowan,
 Seaman G. Doggett,
 Benjamin F. B. Farley,
 John Farley, Jr.,
 William F. Ferguson,
 James F. Fitzsimons,
 Joseph F. Gilechrist, Jr.,
 Henry S. Gross,
 William J. Holland,
 Frank H. Kennedy,
 Richard W. Knoolin,
 Edward Marsh,
 Arthur J. Meehan,
 Thomas L. McDonald,
 Edward F. McGowan,
 Patrick J. J. McLaughlin,
 William N. Nelson,
 Patrick H. O'Connor, Jr.,
 Daniel J. Sullivan,
 Joseph P. Sullivan,
 Thomas H. J. Waldron, Jr.,
 William J. Walsh,
 George C. Young,
 William J. Young.

Girls.

Gertrude L. Appleton,
 Ellen C. Barry,
 Etta J. Borden,
 Sarah W. Campbell,
 Lena C. Chamberlin,
 Catherine C. Delaney,
 Ella E. Ervine,
 Mary L. Fair,
 Georgiana E. Freethey,
 Adelaide M. Fuller,
 Grace L. Fuller,
 Grace M. Garity,

Catherine V. Gibson,
 Isabell E. Hassan,
 Lowrinda G. Hennessey,
 Alice V. Keleher,
 Edith P. Lowe,
 Alice P. Lutton,
 Mary E. Lutton,
 Katharine G. McCarthy,
 Annie O'Neill,
 Martha M. G. Prettyman,
 Mary T. Troy,
 Louisa C. Werner.

LAWRENCE SCHOOL.

Boys.

James F. Barry,
 George M. Brennan,
 Samuel J. Broderick,
 Jeremiah V. Brosnahan,
 Arthur L. Carroll,
 Edward J. Casey,
 Daniel F. Cavanagh,
 Edward W. Chapman,
 George A. Collins,
 Joseph T. Collins,
 Patrick J. Conley,
 Peter M. Conley,
 Martin F. Connolly,
 George I. Curtis,
 Michael F. Daley,
 Joseph A. Dempsey,
 Michael H. Donahoe,
 James Doyle,
 Charles J. Dunn,
 Frederic F. Dwyer,
 Clarence E. Fitzpatrick,
 Joseph S. Foley,
 Patrick F. Foley,
 John A. Gookin,
 James C. Greene,
 Charles J. Hadley,
 Bernard J. Hagerty,
 John F. Hasson,

Emil Johnson,
 Thomas J. Kelly,
 Thomas A. Kenney,
 Mark A. King,
 John D. Leary,
 John J. Lee,
 James A. Mathews,
 William W. McCann,
 Timothy F. McCarthy,
 Lawrence F. Moran,
 John J. Moynihan,
 Thomas J. Mulkern,
 Joseph D. Murphy,
 Joseph E. Nunan,
 Walter H. Ordway,
 Daniel R. Pray,
 Francis J. Riha,
 Thomas F. Scannell,
 John P. Stark,
 Richard J. Stewart,
 Michael H. J. Sullivan,
 George A. Sweeney,
 John Van Emden,
 Stephen A. Welch,
 Thomas F. White.

LEWIS SCHOOL.

Boys.

Max Aaronson,
 Emil Abraham,
 Lewis F. Barrett,
 James T. Blair,
 Herbert V. Brooke,
 William W. Burgess,
 Arthur H. C. Chambers,
 Frederick T. De Cock,
 James W. Ego,
 Ernest E. Erickson,
 Frank A. Falvey,
 Harry W. Fogarty,
 John M. Ford,
 Julius N. Frye,
 James W. Glass,

Roderick E. Gould,
 Richard G. Green,
 Francis J. Haley,
 Louis C. H. Hertz,
 Elden L. Hill,
 Lindsey Hooper,
 Joseph B. Jacobs,
 Lester B. Jacobs,
 George C. Jewell,
 F. Wyman Johnson,
 Walter R. Jones,
 Edward H. Ladd,
 Theodore Lehr,
 Oscar L. Lomasney,
 John T. Manning,
 Sidney R. Mason,
 Walter R. Meins, Jr.,
 Herbert S. Mode,
 Claxton B. Moulton,
 Abraham Papp,
 Edwin S. Pickert,
 Abraham A. Porcelaine,
 William E. Reardon,
 Fred C. Richardson,
 Harry G. Scampton,
 Ernest W. Sprague,
 Herbert F. Swain,
 Robert L. Thomas,
 William V. Wallburg,
 William H. Wetsell,
 Kilborn Whitman, Jr.,
 Earl P. Williams,
 Jerome H. Wolfson.

Girls.

Edith H. Archibald,
 Celia M. Baker,
 Winifred C. Baker,
 Edna G. Betteley,
 Augusta W. Bradstreet,
 Mabel E. Brown,
 Mary G. Brown,
 Ruth H. Call,
 Lelia B. Clapp,

Philomena M. Dacey,
 Julia H. Denver,
 Annie G. Donnellon,
 Catherine H. Dowdy,
 Marjorie Fairbanks,
 Lotta M. Freeman,
 Barbara M. Gair,
 Anna Harris,
 Georgia P. Hawkins,
 Laura B. Haynes,
 Clara T. Hohenfels,
 Ruth Humphry,
 Florence W. Jackson,
 Florence M. Killian,
 Florence L. Knowles,
 Edith M. Lawrence,
 Mary G. Mahoney,
 Helen G. McCormick,
 Alice K. McDermott,
 Lillian M. Morrison,
 Grace F. Nickerson,
 Hattie G. Porter,
 Mary W. Potter,
 Helen J. Rand,
 Florence E. Rich,
 Charlotte E. Root,
 Katherine E. Salter,
 Alice R. Savage,
 Grace A. Seaverns,
 Mildred E. Sewall,
 Ethel B. Small,
 Ida Stack,
 Annie M. Stearns,
 Charlotte M. Strupney,
 Helen Thomas,
 Lilly A. Tobey,
 Marion I. Tobey,
 Clara A. Treat,
 Nida F. Vesper,
 Elsie Vandewart,
 Martha C. Webber,
 Elizabeth M. Whalen,
 Annie M. Whittet,
 Annie S. Winkler.

LINCOLN SCHOOL.

Boys.

Charles W. Baert,
 Mills D. Barber,
 James W. Barry,
 William G. Bateman,
 Warren E. Baxter,
 Irving A. Burgess,
 Thomas J. Burke,
 Henry M. Carey,
 Ferdinand G. Carr,
 Joseph L. Collins,
 Samuel D. Coupal,
 Frank L. Cushing,
 Arthur L. Doggett,
 Roy S. Freeman,
 Harry E. Garvin,
 James P. Garvin,
 Thomas P. Grimes,
 A. Garfield Hamilton,
 John C. Heyer,
 Albert J. Holmes,
 James J. Humphrey, Jr.,
 Edward J. Jackson,
 Robert K. Johnson,
 John F. Kirby,
 H. Rollin Lawford,
 James F. Lawton,
 Charles S. Linnehan,
 John R. McGinley,
 Thomas F. McNamara,
 Edward A. Monahan,
 Terence J. O'Donnell,
 Patrick O'Lally,
 Harry W. Park,
 Harold M. Pingree,
 James R. Russell,
 Frank S. Sampson,
 Cornelius J. Scanlan,
 Thomas J. Scannell,
 Maurice J. Sheehan,
 John H. Stonely,
 Peter L. Sullivan,

John J. Terry,
Clifford R. Tripp,
Carlos H. Tye,
James S. Upton,
Charles W. Vickers,
Henry M. Wesson,
James McC. Wilson.

LOWELL SCHOOL.

Boys.

John Ahern,
Joseph Barnett,
Alfred T. Barry,
Henry V. Bertsch,
Joseph E. Bleiler,
Joseph Brandley,
William A. Brunner,
Charles M. Bugel,
Edward A. Buttner,
George J. Claupain,
Arthur E. Corner,
Archibald J. Cotty,
Walter R. Dallow,
G. Arthur Delesdernier,
August C. G. Doering,
Thomas A. Dolan,
Frank L. Drummond,
George H. Early,
Reinhold Eberhardt,
Thomas J. Friary,
Hugo Giduz,
Joseph Greenman,
Joseph J. Gunning,
Robert Gunning,
Leo Halder,
Ralph W. E. Hammerle,
John Helfrich,
John W. Henderson,
Anton P. Hittl,
James P. Hogan,
William J. Horan,
George H. Hoskin,
Anton F. Koerner,
John H. Mahoney,

David C. Maier,
James W. Mara,
J. Arthur McCoy,
Ralph McLeod,
Leo McMaster,
William C. Merz,
Thomas N. Mitchell,
Richard M. Norley,
James P. O'Brien,
Peter T. O'Connor,
Henry Reisert,
John D. Ryan,
John W. Scanlon,
Charles Tiews.
Ferdinand H. Vackert,
Henry G. Vackert,
William Voight,
Frederick J. Weisenberger.

Girls.

Grace L. Appleby,
Lucile Battees,
Anna A. Becker,
Rosanna M. Bevelander,
Alice M. Blunt,
Gay M. Bowman,
Alice M. Connelly,
Carrie M. Cox,
Catherine A. Craven,
Marie M. Damm,
Harriet H. Dean,
Alice G. Dempsey,
Kate C. Dempster,
Anna E. Dewar,
Ernestine A. Diehl,
Gertrude V. Fitzgibbons,
Stella E. Ford,
Margaret E. Gallagher,
Mary V. Glennon,
Alice B. Goodrich,
Frieda T. Hahn,
Lillian J. Hantz,
Alice F. Hassett,
Lillian Higgs,

Theresa F. Hittl,
 M. Louise Hoehle,
 Mildred F. Hunting,
 Miriam Isaacs,
 Anna P. Kohler,
 Mary Lynch,
 Olive M. Mackintosh,
 Martha R. Masterton,
 Matilda B. McAleer,
 Ethel M. McLennan,
 Charlotte P. Metzger,
 Ella Metzger,
 Margaret A. Millea,
 Edith I. Paskell,
 Margaret C. Pflock,
 Mary H. Phelan,
 Sophie A. Rauh,
 Lucinda D. Reed,
 Anna J. V. Rothenbücher,
 Elsa D. Sammet,
 Lotta L. Scholl,
 Catherine G. Sheahan,
 Anna M. Stoeckel,
 Eva Stripp,
 Bertha Thorn,
 Margaret T. Tobin,
 Minnie Wood.

LYMAN SCHOOL.

Boys.

Ernest J. Anderson,
 J. Edward Blackwell,
 Henry Brock,
 James J. Cobb,
 Frank A. Eagan,
 John L. Farrell,
 Charles Hunneman,
 William H. Jackson,
 William E. Jameson,
 Charles F. Mahoney,
 William E. McGeorge,
 John D. McLaughlin,
 D. Joseph F. Minahan,
 David T. Pottinger,

Lerman C. Prior,
 James Queenan,
 August J. L. Rausch,
 Josiah Roskilly,
 Hugh P. J. Smith,
 Frederick R. Taylor,
 Samuel Weinberger.

Girls.

Susan H. R. Bartlett,
 Mary E. J. Bowes,
 Adelaide M. Clarke,
 A. Amelia Copeland,
 Elizabeth C. Douglass,
 Annie F. Dunn,
 Gertrude E. Ford,
 Annie D. Goldberg,
 Christine L. Johnson,
 Sophie M. Johnson,
 Adele F. Lande,
 M. Josephine Leonard,
 Meta L. Lyford,
 Johanna Matthews,
 Mabel M. McDonnell,
 Margaret A. McGovern,
 Catherine A. M. McLaughlin,
 Lillie M. McNaughton,
 Rachael E. Mereen,
 Sophia O'Brien,
 Maud E. Randall,
 Amelia E. L. Rausch,
 Louise A. E. Rausch,
 Lillian A. Smith,
 Mary J. Tripp,
 Rose M. Walters,
 Lillie A. Wilson.

MARTIN SCHOOL.

Boys.

John C. Blake,
 Charles J. Fay,
 Joseph L. Killion,
 James W. Lyons,
 John M. McNeill,

John D. Murphy,
George P. Taylor,
William Zeller.

Girls.

Emma L. Ball,
Mary L. Brett,
Eva L. Connor,
Agnes E. Corbett,
Blanche E. Durgin,
Catherine A. Fallon,
Josephine M. Lambert,
Mary A. Lehan,
Sarah A. Long,
Sophie Mack,
Margaret F. Maguire,
Augusta L. Miller,
Elizabeth F. O'Connor,
Alice E. Reardon,
Florence W. Robinson,
Josephine T. Sahr,
Henrietta K. Sell,
Nancy W. Sheldon,
Ella G. Smith,
Annie H. Trueman,
Marion C. Welch.

MATHER SCHOOL:

Boys.

Herbert N. Ball,
Francis J. Birtwell,
James R. Brunt,
Stewart Clark,
Lawrence E. Corbett,
John J. Curran, Jr.,
William B. Earley,
John G. Ford,
James A. Fultz,
Arthur F. Grove,
Bertram I. Hall,
Herbert P. Harding,
Joseph A. Holland,
Alfred R. Leavitt,
Charles F. Littlefield,

James H. McCrea.
Frank A. McDonald,
George F. Mullen,
John J. Nagle,
Edward B. O'Connor,
Hermann G. Patt,
Clarence E. Phinney,
Edward J. Powers,
Joseph B. Rockett,
William C. Shepard,
Arthur W. Snider,
George W. Voyer,
Frank H. Webber,
Morton A. Williams,
John A. White.

Girls.

Edith L. Ball,
Bernice L. Bullard,
Mary E. Casey,
Annie J. Cavanagh,
Jane A. Cook,
Elsie R. Crocker,
Mary M. Daley,
Lucia E. Davis,
Julia F. Donahoe,
Mary A. Donovan,
Mary A. Dunnican,
Emma L. Every,
Catherine S. Garvin,
Mary E. Gates,
Isabella M. Gillpatrick,
Miriam S. Gould,
Zuvilla G. Gove,
Annie E. Hooke,
Margaret A. Horgan,
Mary E. Hughes,
Celia Hyman,
Mary E. Kane,
Catherine E. Kehoe,
Amelia F. Kennedy,
Elizabeth J. Masters,
Mary A. McCraw,
Mary A. V. McGuinness,
Alice F. Milne,

Ella M. Mitton,
 Joanna E. O'Connell,
 Mary E. O'Neil,
 Catherine A. Powers,
 Grace M. Prescott,
 Mary W. Ross,
 Ethel A. Smyth,
 Edna L. Stubbings,
 Agnes M. Sullivan,
 Jennie W. Sweeney,
 Charlotte R. Urquhart,
 Annie T. White.

MINOT SCHOOL.

Boys.

Oscar E. Beckvold,
 Joseph Brady,
 Thomas F. Brooks,
 Joseph Craddock,
 John H. Dacey,
 William A. Dacey,
 Arthur E. Day,
 Michael J. Flynn,
 John J. Glynn,
 Florance J. Hurley,
 John P. Hurley,
 William J. Kelly,
 William Mason,
 Arthur R. Morris,
 John L. Murray,
 James R. Queeney,
 Louis C. Ruggles,
 Charles D. Wainwright,
 Edward R. Walsh,
 Jerome Worthington.

Girls.

Louise M. Allen,
 Hattie L. Baker,
 Anna T. Barnes,
 Nora V. Buckley,
 Elizabeth E. Haggerty,
 Mary G. Haggerty,
 Blanche A. Harris,

Esther I. Jarvis,
 M. Lillian Lorden,
 Amy H. Lothrop,
 Hannah J. Murphy,
 Ellen L. O'Brien,
 Ellen G. O'Connor,
 Mattie D. Osborne,
 Mary G. L. Pickett,
 Edith M. Rankin,
 Ida M. Rich,
 Fredrika A. Sampson,
 Alice W. L. Sherman.

NORCROSS SCHOOL.

Girls.

Anna H. C. Bruen,
 Jean M. Bryce,
 Anna M. Cogan,
 Agnes M. Connell,
 Mabel T. Connolly,
 Margaret M. Deady,
 Ellen F. Dole,
 Rebecca E. Dwyer,
 Delia F. B. Fahy,
 Jennie S. Fraser,
 Mary T. Galvin,
 Annie T. Gannon,
 Alice E. Glennon,
 Catherine J. Gorham,
 Grace A. Grant,
 Annie L. G. Griffin,
 Margaret G. Hickey,
 Mary E. Hurley,
 Helen L. Johnson,
 Gertrude C. Lane,
 Anna S. Magourty,
 Jane F. Martin,
 Mary F. G. Mullen,
 Anna T. Murphy,
 Elizabeth G. O'Neill,
 Eleonore W. Pavlik,
 Katharine E. Power,
 Grace C. Roche,
 Catharine C. Ryan,

Ellen V. Ryan,
 Mildred F. Sargent,
 Gretchen J. Schreiner,
 Catherine T. Shinnick,
 Catherine U. Sullivan,
 Margaret T. Sullivan,
 Mary E. Sullivan,
 Everena B. V. Threadgold,
 Margaret E. Tierney.

PHILLIPS SCHOOL.

Boys.

William A. Barrowscale,
 Charles A. Bisbee,
 Francis L. Butler,
 Max Cline,
 Patrick J. Coleman,
 William T. Davis,
 Charles A. G. Duffy,
 Augustin D. Finnigan,
 John J. Flynn,
 Samuel A. Goldberg,
 Moses H. Goldman,
 Abraham M. Goldstein,
 Harry Green,
 John B. Hackett,
 Francis F. Haskell,
 Louis A. Hermann,
 Isadore J. Herson,
 Adolph Hubbard,
 Luther W. Hutchins,
 Walter A. Ingalls,
 Jacob Kadetsky,
 Thomas P. Kelly,
 James H. Kenswil,
 Simon Levine,
 Joseph Matthey,
 Francis J. McCarthy,
 Dennis J. McGuinness,
 Stanley E. McMaster,
 John A. Nathanson,
 Austin V. O'Brien,
 Patrick C. O'Brien,
 James W. O'Donnell, Jr.,

Charles F. O'Toole,
 William D. Parmelee,
 Richard H. Phillips,
 John F. Power,
 Seymour M. Rivitz,
 William W. Sellers,
 Vito Sessa,
 Robert Silverman,
 Thomas P. Sullivan,
 James F. Tafe,
 Nimon Tauber,
 Pio Tirinnanzi,
 James M. Urquhart,
 William J. Weiss,
 Max Yeretsky.

PRESCOTT SCHOOL.

Boys.

George L. Ahmeder, Jr.,
 James J. Brennan,
 Joseph W. Callahan,
 Wilfred A. Clark,
 Harry A. Collins,
 Frank W. Coughlin,
 Frank Cox,
 Joseph S. Derrick,
 Daniel Z. Donovan,
 Joseph E. Donovan,
 John J. Fletcher,
 Edward F. Hanley,
 John J. Hickey,
 Chester L. Kimball,
 Roger A. Krohn,
 John F. McElhenny,
 Pierce R. Parker,
 George H. Quinlan,
 Thomas L. Sheehan,
 Norman L. Taylor,
 James J. Wallace,
 Joseph J. Wilson.

Girls.

Mary E. Anderson,
 Florence G. Brady.

Alice M. Brophy,
 Rose L. Conley,
 Alma E. Cummings,
 Katherine A. Currin,
 Marion L. Field,
 Katie E. Fitzgerald,
 Margaret E. Flanagan,
 Katherine M. Flynn,
 Jennie E. Johnson,
 Gertrude E. Lassen,
 Maud L. Lydston,
 Dorothy G. MacIam,
 Margaret J. Mahoney,
 Gertrude A. McDonald,
 Margaret I. McGeouch,
 Gertrude M. McManus,
 Teresa G. McMullin,
 Annie L. McSweeney,
 May C. Nelson,
 Margaret L. O'Malley,
 Helen J. Peirce,
 Carrie E. Robbins,
 Annie M. Smith,
 Mary A. Smith,
 Elizabeth A. Wade,
 Margaret A. Ward,
 Martha M. Whitney.

PRINCE SCHOOL.

Boys.

William M. Bunting, Jr.,
 Herbert T. Chandler,
 James J. Crane,
 Herbert J. Cunningham,
 Arthur C. Daly,
 Harry W. Donald,
 Harold H. Gould,
 Stanley L. Gray,
 Harry J. Guerin,
 Richard F. Knight,
 Douglas S. MacKiernan,
 Charles H. Merrill,
 Herbert Nash, Jr.,
 Arthur Olys,

Leslie J. Page,
 Frank C. Pearson,
 Orton A. Peck,
 James A. Pitts,
 Leo H. Redpath,
 Benjamin Rosencrans,
 Ralph E. Scripture,
 John A. Shepherd,
 Charles A. Vatcher,
 Mortimer B. Webb,
 Chester A. Wenzell.

Girls.

Louise P. Atkins,
 Florence H. Bigglestone,
 Maude D. Bowker,
 Eva A. Brayley,
 Florence Bunting,
 Dora L. Chapman,
 Sarah K. Corbett,
 Angie G. Cornwell,
 Evangeline L. Coulton,
 Mary M. Cushing,
 Helen Danziger,
 Barbara H. Downes,
 Florence E. Elliott,
 Genevieve R. Flatley,
 Evangeline Flower,
 Mabel G. Gilbert,
 Florence Goodhue,
 Elsie A. Gray,
 Eva Green,
 Constance A. Halsey,
 Ina G. Handy,
 Hazel Hawes,
 Adelaide B. Hearn,
 Eileen A. Heazle,
 Bessie Herman,
 Alice C. Hill,
 Ethel M. Hiss,
 Florence C. Hyde,
 Ethel M. Janvier,
 Mary E. Lavin,
 Helen G. Lytle,
 Maude I. MacPherson,

Elizabeth K. Mandluff,
 Jennie I. McAlpine,
 Annie G. McKenzie,
 Edna R. Mitchell,
 Beatrice Nichols,
 Isabel Nicholson,
 Lauretta B. O'Brien,
 Lilla E. Ormond,
 Lillian A. Phillips,
 Alice M. Shepard,
 Elise H. Smith,
 Elsie K. Smith,
 Grace B. Smithurst,
 Ina M. Stephenson,
 Lillian M. Tracy,
 Vonita F. Trower,
 Florence M. Vinal,
 Mildred Vinal,
 Agnes W. Voss,
 Susie F. Wason.

QUINCY SCHOOL.

Boys.

Isaac Barrant,
 John E. Barry,
 George A. Benway,
 Myer Bergson,
 Bartholomew A. Brickley,
 Samuel Carmusin,
 William F. Casey,
 John J. Cronan,
 George W. Doherty,
 Michael J. Evans,
 Thomas F. Fahey,
 Richard W. Francis,
 Edward V. Gartland,
 John A. Guiney,
 Patrick J. Haberlin,
 John T. Harrington,
 William E. Holland,
 John W. Kiley,
 Paul Markiewitz,
 Daniel J. McGillicuddy,
 Michael F. McGillicuddy,

Benjamin Myers,
 Eugene A. O'Neil,
 Patrick J. Rogers,
 Victor Shenberg,
 Edward D. Spellman,
 James A. Vereker,
 Joseph S. Zielman.

RICE TRAINING SCHOOL.

Boys.

Harold B. Andrews,
 Harry C. Baeh,
 Charles M. Berlowitz,
 Charles E. Beverstock,
 T. Henry Burton,
 Daniel L. Connelly,
 Patrick J. A. Crimmens,
 Juan S. Cross,
 Frank Dana,
 Arthur R. Dickinson,
 Patrick J. Donoghue,
 John A. Driscoll,
 James J. Egan,
 William R. Egan,
 Clarence E. Estey,
 Newman J. Fennelly,
 J. Harry Ferritor,
 John J. Finn,
 Thomas J. Gordon,
 Sherwood F. Guell,
 Vivian A. Hovey,
 William S. Kinney,
 Daniel W. Lamond,
 Frank W. McConnell,
 John A. H. McDonald,
 John M. McInnis,
 John J. McLaughlin,
 Austin McLean,
 Edmund Myers,
 Mark T. Nesmith,
 Edward J. O'Brien,
 Charles Ratkowsky,
 Perley C. Rogers,
 Theodore Singleton,

Percy G. Snelling,
Judson L. Tedford,
Fred A. Thompson,
Fred Yale.

ROBERT G. SHAW SCHOOL.

Boys.

James E. Aitken,
Ralph B. Albee,
Rudolf C. B. Bartsch,
Herman H. Bodenschatz,
Wallace A. Gleason,
Frederick H. Hodgman,
Edward W. Karcher,
George B. Learned,
Jacob Levy,
Thomas F. Lynch,
James McCarey,
H. Edward McCoy,
Frank J. Murphy,
David A. Pearson,
Guy L. Sanders,
Wilbor A. Searles,
Eugene N. Shea,
James G. Stressenger.

Girls.

M. Elizabeth Bastey,
Annie H. M. Cassidy,
Eva W. Friend,
H. Beatrice Grover,
Emma T. Hathaway,
Harriet Iliggs,
Christina E. Karcher,
Josephine A. McGowan,
Edna L. McIntosh,
Charlotte M. T. Maloney,
Jane A. Manning,
Mary A. Metcalf,
Katharine Mullan,
Ella L. Pingree,
Elizabeth E. Sullivan,
Mary J. Welch,

Rhoda B. Whitney,
Rebecca E. Willis.

ROGER CLAP SCHOOL.

Boys.

Walter E. Chadbourne,
James P. Collins,
James P. Graham,
Henry J. Harrington,
Charles F. Hayes,
George E. Litchfield,
John D. McGivern,
Thomas F. Meade,
Edward M. Stack,
Joseph C. Walsh.

Girls.

Louise C. Barr,
Mary A. Barrett,
Maggie F. Christie,
Mary A. Clark,
Mary L. Crane,
Grace W. Fletcher,
M. Agnes Flynn,
Joanna M. Frost,
Caroline A. Gaygin,
Eva M. Goodfellow,
Ellen V. Houlihan,
S. Josephine Hufton,
Mary F. Loeffler,
Florence M. Marsters,
Pearl A. McDougall,
Florence M. Overn,
Ida M. Selling,
Mary E. Sullivan,
Alice M. Young.

SHERWIN SCHOOL.

Boys.

William H. Baldner,
William H. Barnes,
Ralph S. Blake,
Maurice H. Daniels,

Edwin B. Diettrich,
 John J. Donovan,
 Henry J. Dowd,
 Matthew E. Dowd,
 Salvador F. Fumia,
 Stanislas Gervais,
 Wilson Gibson,
 Daniel F. Hurley,
 Frederick V. Johansson,
 Edward J. Kelley,
 Henry G. Kohl,
 Robert H. Kopp,
 Louis S. Larsen,
 George E. Lewis,
 Michael Loonie,
 Cornelius J. Matthews,
 Hugh J. McElaney,
 Alvah V. Mills,
 Newell F. Mitchell,
 William Newmire,
 Ernest G. Nilson,
 Joseph F. O'Neill,
 Walter B. Peterson,
 Thomas H. Pollard,
 Harry Powell,
 Harry C. Pray,
 William M. Quinn,
 Joseph C. Reiser,
 Edward L. Rich,
 Henry F. Riley,
 Arthur H. Rogers,
 Francis Seanlan,
 John P. J. Sheehan,
 Albert N. Steele.

SHURTLEFF SCHOOL.

Girls.

Alice T. L. Anderson,
 Bertha E. Baranowsky,
 Ellen M. Bowden,
 Anna C. Bullard,
 Bertha H. Cherrington,
 Agnes H. Christmas,
 Ethel B. Clerke,

Gertrude L. Coffey,
 Sara H. Colman,
 Mary A. Coughlin,
 Julia E. Cram,
 Ella G. Cross,
 Florence J. Cross,
 Julia F. Dale,
 Margaret L. Davis,
 Helen A. Dempsey,
 Alice M. Denehy,
 Susan K. Dorrety,
 Agnes M. English,
 Alice M. Falvey,
 Annie G. Farrell,
 Julia A. Farrell,
 Minnie A. Ford,
 Mary E. Fraser,
 Lillian G. Freeman,
 Esther E. Garraty,
 Josephine L. I. Greene,
 Maud A. Hadfield,
 Alice L. Hayes,
 Ella M. Hayes,
 Mary A. Kelleher,
 Bessie E. Kennedy,
 Katherine M. Kennedy,
 Minnie A. Kennedy,
 Mabel M. Leary,
 Amy W. Lewis,
 Mary A. Lucey,
 Alice T. Mahoney,
 Edith R. McCalmon,
 Annie V. McCarty,
 Annie C. McDonald,
 Annie McIntosh,
 Sarah F. McIntosh,
 Ellen G. McKeon,
 Gertrude E. Merrill,
 Agnes R. Murphy,
 Elizabeth A. Nash,
 Florence N. Nelson,
 Annie L. O'Brien,
 Louise C. O'Brien,
 Catharine G. O'Hearn,

Mary J. Quinn,
 Nellie F. Quirk,
 Josephine A. Saunders,
 Isabel Scribner,
 Alice G. Sewell,
 Alice M. Swan,
 Henrietta E. Trainor,
 Ida M. Walker,
 Julia C. Walker,
 Mary E. Walsh,
 Emily B. Willson.

THOMAS N. HART¹ SCHOOL.

Boys.

Sidney A. Belmont,
 Harry N. Belt,
 Harry A. Berg,
 Luther P. Blanchard,
 Amasa W. Bosworth,
 Reginald L. Brown,
 Abraham H. Caro,
 George E. F. Carroll,
 William F. Chase,
 John J. Coholan,
 Joseph E. F. Collins,
 John J. Conley,
 Frank J. Cooke,
 Harry C. Curtis,
 Walter F. Curtis,
 John P. Fitzgerald,
 William H. Forbes,
 Thomas J. Furlong,
 George J. Greene,
 John F. Greene,
 William P. Higgins,
 Fred A. Hull,
 Herbert G. Lyons,
 John T. Mahar,
 John C. Meehan,
 Francis V. Moore,
 George A. Mulford,
 John J. Noonan,
 John F. O'Keeffe,
 Alfred E. Perkins,

Edward H. Phillips,
 John F. Plunkett,
 William J. Riley,
 James H. Skillings,
 Isaiah F. Snow,
 Frederick W. Stoeckemer,
 Arthur Sullivan,
 Frank T. Sullivan,
 Osmon E. Webber,
 Alfred H. Whitney,
 George J. Wilkinson,
 Ellerton T. Williams,
 James T. Wiswell.

TILESTON SCHOOL.

Boys.

Frank D. Bowers,
 Daniel A. Doherty, Jr.,
 Bertram C. Edwards,
 J. Marshall Hersey,
 Raymond E. Kenney,
 W. David McLaughlin,
 Edward J. Seaborn,
 John A. Teed,
 Earle W. Topping,
 George H. Winnett.

Girls.

Jessie A. Atkinson,
 Nellie V. Bradeen,
 Alice G. Brittain,
 A. Lucretia Burgess,
 Lydia A. Cross,
 Lena A. Crowe,
 Alice J. Goward,
 M. Frances Heffer,
 M. Bertha Homans,
 Elizabeth A. McCarty,
 Margaret V. Paine,
 Anna L. Sullivan,
 Bertha M. Teed,
 Alice M. Thompson,
 Clara LaF. Vincent,
 Helen E. Whittier.

WARREN SCHOOL.

Boys.

Joseph H. Brown, Jr.,
 George F. Costello,
 Denis J. Cronan,
 Joseph A. Flanagan,
 George A. Gilbert,
 Walter Hanley,
 Starford A. Harding,
 Frank J. Hunt,
 William J. McConnell,
 Frank McMahon,
 Charles H. Pope,
 Clarence W. Sargent,
 Frederic B. Smith,
 Ernest C. E. Stevens,
 Walter H. Thurston.

Girls.

Carolyn G. Collins,
 Grace M. Cookson,
 Helen F. Davol,
 Louise Dodge,
 Susy Drew,
 Martha Goldman,
 Edith M. Goldsmith,
 Mary F. Green,
 Rosalind W. Henderson,
 Annie G. Hutchinson,
 Sarah G. Ingram,
 Margaretta M. Laughlin,
 Theresa E. Leen,
 Elizabeth Macdonald,
 Bertha C. Marshall,
 Gertrude L. Martin,
 Bertha F. Meaney,
 Mary M. Murphy,
 Florence L. Preble,
 Cynthia M. Prentice,
 Marion DeB. Raymond,
 Ida M. Rich,
 Lillian E. Ross,
 Ida L. Smith,
 Alice V. Wharf.

WASHINGTON ALLSTON
SCHOOL.*Boys.*

John Q. Adams,
 John B. Angus,
 John F. Brown,
 Wesley H. Cogswell,
 Thomas J. Coppinger,
 James J. Cullen,
 C. Eugene Densmore,
 Waldo G. Edwards,
 John J. Gallagher,
 Herbert S. Higgins,
 Horatio H. Ingalls,
 Charles V. Johnson,
 Frank H. Johnson,
 Edward Lindahl,
 J. Frederic Lockett,
 Thomas F. Muldoon,
 John J. O'Brien,
 John H. Popp,
 Cornelius J. Ring,
 Harold Rowlands,
 Guy V. Small,
 Wayne E. Stiles,
 Richard H. Strongman,
 Edward P. Tiernay,
 John H. Timmins,
 Richard M. Topham,
 Patrick W. Whyte,
 Vincent R. Yapp.

Girls.

Alice L. Babeuf,
 Amelia G. Bent,
 Marie I. Boyle,
 Edith P. Brown,
 Agnes T. Cashman,
 Minnie B. Conant,
 Ethel F. Crocker,
 Annie F. Cunningham,
 Flora T. Cutter,

Ruth P. Dennis,
 Catherine W. Drury,
 Edith M. Duquette,
 Leta Eckman,
 Mary F. Egan,
 Anna B. Eichorn,
 Harriet M. Farwell,
 Elizabeth C. Gahan,
 Edith L. Gilbert,
 Ellen G. Goyette,
 Nellie A. Goyette,
 M. Louise Hammond,
 Alice M. Hubbard,
 Louise S. Ingalls,
 Grace L. Keller,
 Annie F. Kidder,
 Susan M. Kidder,
 Fanny B. Lowery,
 Mabel F. Lynde,
 Josephine T. Lyon,
 Lillian C. Mattison,
 Mary McArthur,
 Susan B. Meserve,
 Elsie A. Mitchell,
 Mary A. Molloy,
 Agnes T. Morey,
 Martha W. Mullay,
 Jennie Murphy,
 Lena A. O'Connell,
 Gertrude E. Raymond,
 Marion L. Rogers,
 Lydia F. Rosnell,
 Bertha E. Sawyer,
 Lottie E. Sproul,
 Lucy G. Sullivan,
 Carrie A. Swanson,
 Castine C. Swanson,
 Grace M. Tirrell,
 Grace M. Walsh,
 May Waterman,
 Martha M. Weatherby,
 Alice E. White,
 Carolyn L. White,
 Marion W. Woodbury.

WELLS SCHOOL.

Girls.

Josephine E. Alexander,
 Bessie I. Arkin,
 Helen M. Atwood,
 Ethel M. Barnes,
 Orah F. Barry,
 Esther K. Casson,
 Helen G. Charak,
 Mary E. Dalrymple,
 Annie L. Dowling,
 Eva Eyges,
 Catherine F. M. Geary,
 Rebecca Goldman,
 Bertha Goldstein,
 Willa A. D. Hadley,
 Emma Hyman,
 Hannah Isenberg,
 Sarah E. Jackson,
 Mary Kelly,
 Mary T. Kelly,
 Sarah B. C. Lane,
 Mary F. Leary,
 Mollie Levin,
 Anna B. Lewis,
 Etta G. Lurie,
 Mary Lurie,
 M. Alice Mahady,
 Mary R. Matthewson,
 Mary A. McCarty,
 Mary J. McGorty,
 Violet E. Monroe,
 Pearl L. V. Moulton,
 Ellen L. Mullally,
 Annie E. Murphy,
 Rebecca Nathanson,
 Annie G. Olinsky,
 Gertrude O. Oppenheim,
 Betsy E. Paterlosky,
 Adeline Petro,
 Florence F. Ratkowsky,
 Emma L. A. Riani,
 Anna G. Riley,

Annie Sagal,
Bessie Shapiro,
Henrietta Steuer,
Rose P. Stone,
Ellen L. Sullivan,
Mary M. Walsh,
Genevieve Wetherbee,
Sophie Winick.

WINTHROP SCHOOL.

Girls.

Alice M. Bailey,
Mary J. Barry,
Agnes L. Barton,
Jessie A. Blakeney,
Adelaide Blauman,
Annie Blumberg,
Annie C. Bohn,
Elizabeth M. Boyle,
Ellen L. Bryant,
Jennie G. Buckley,
Geneva M. Byther,
Margaret A. Curley,
Agnes V. Curry,
Ella C. Daly,
Lottie B. Dawson,
Julia H. Desmond,
Annie E. V. Drew,
Helen F. Driscoll,
Bella Earle,
Rosa M. Einstein,
Ellen V. Foley,
Mary A. C. Gillen,
Mary J. Gillespie,
Rosa A. Green,
Ellen S. Hallisey,
Maud C. Harding,
Agnes H. Harrington,
Louise E. Hartman,
Ida M. Heindl,
Blanche G. F. Horner,

Sarah I. Johnson,
Gertrude A. Keating,
Annie G. Kelly,
Elizabeth J. Kelly,
Helen R. Lane,
Mary E. C. Larkin,
Rebecca V. Levinson,
Blanche F. Locke,
Louisa J. Lynch,
Rachel L. Macaulaly,
Josephine M. Maedonald,
Geraldine E. MacDougald,
Maud C. Marshall,
Margaret M. McGee,
Susan McKenney,
Mary M. L. Moran,
Mary L. Morrow,
Katherine F. Murphy,
Mary E. F. Myers,
Elizabeth M. Neill,
Louise A. Reinhard,
Edna M. Richards,
Sarah I. Roud,
Lillie Sallinger,
Lena Schimmer,
Bertha F. Scott,
Ida Sedlowsky,
Mary A. Toffling,
Emma M. Warnock,
Bertha Wilshinsky.

HORACE MANN SCHOOL.

Boys.

John C. Bowditch,
James P. Leonard.

Girls.

Mary J. McDavitt,
Kate B. Simmons,
Edith J. Wingfield.



ROSTER
OF THE
BOSTON SCHOOL CADETS.
1897.



BOSTON SCHOOL CADETS.

CAPTAIN JOSEPH T. PAGET,¹ INSTRUCTOR OF MILITARY DRILL.

ROSTER, 1896-7.

FIRST REGIMENT. (English High School.)

Colonel. — E. W. Ashley.
Lieutenant-Colonel. — W. U. Foster.
Major. — L. F. Cook.
Major. — A. F. Whitten.
Major. — A. A. Capotosto.
Adjutant. — H. A. Smith.
Quartermaster. — C. L. Sullivan.
Sergeant-Major. — J. A. Gault.
Quartermaster-Sergeant. — C. L. Allen.
Drum-Major. — G. H. Connor.

RIGHT WING.

COMPANY A. *Captain.* — F. Mahoney; *First Lieutenant.* — E. Vandekerckhoven, Jr.; *Second Lieutenant.* — J. B. Martin, Jr.; *First Sergeant.* — C. F. Bogan.

COMPANY B. *Captain.* — C. O. Barry; *First Lieutenant.* — C. E. Kimball; *Second Lieutenant.* — W. A. Cowee; *First Sergeant.* — W. B. McGilvery.

COMPANY C. *Captain.* — S. D. Smith; *First Lieutenant.* — R. C. Dickinson, Jr.; *Second Lieutenant.* — G. F. Eddy; *First Sergeant.* — F. W. Henderson.

COMPANY D. *Captain.* — C. C. Lewis; *First Lieutenant.* — J. F. Barry; *Second Lieutenant.* — H. H. Lynch; *First Sergeant.* — J. H. Boodro.

COMPANY E. *Captain.* — R. V. Brown; *First Lieutenant.* — C. J. Bliss; *Second Lieutenant.* — F. W. Newhall; *First Sergeant.* — W. A. Dinsmore.

COMPANY F. *Captain.* — W. M. Crosby; *First Lieutenant.* — W. W. Morse; *Second Lieutenant.* — T. F. Ford; *First Sergeant.* — J. H. Craffey.

¹ Died May 10, 1897.

COMPANY G. *Captain.* — N. R. Stiles; *First Lieutenant.* — J. W. McNamara; *Second Lieutenant.* — R. M. Cosby; *First Sergeant.* — W. B. Mansfield.

COMPANY H. *Captain.* — S. F. Rosnosky; *First Lieutenant.* — R. M. Macintosh; *Second Lieutenant.* — J. H. Condon; *First Sergeant.* — D. Mancovitz.

LEFT WING.

COMPANY A. *Captain.* — A. I. Rorke; *First Lieutenant.* — C. P. Tolman; *Second Lieutenant.* — C. W. Barry; *First Sergeant.* — J. F. Mooney.

COMPANY B. *Captain.* — V. G. Sammet; *First Lieutenant.* — J. Ascher; *Second Lieutenant.* — H. F. West; *First Sergeant.* — H. A. McBreen.

COMPANY C. *Captain.* — W. D. Eaton; *First Lieutenant.* — I. Buxbaum; *Second Lieutenant.* — C. H. Wheeler; *First Sergeant.* — W. A. Davis.

COMPANY D. *Captain.* — R. Cleaves; *First Lieutenant.* — J. A. Bent; *Second Lieutenant.* — A. W. Hersey; *First Sergeant.* — J. H. Converse.

COMPANY E. *Captain.* — V. I. Nettleton; *First Lieutenant.* — H. G. McDougall; *Second Lieutenant.* — C. S. Pond; *First Sergeant.* — H. Jeffrey.

COMPANY F. *Captain.* — P. C. Shipman; *First Lieutenant.* — J. H. Brown; *Second Lieutenant.* — G. H. J. Brown; *First Sergeant.* — A. M. Barlow.

COMPANY G. *Captain.* — E. A. Vickery; *First Lieutenant.* — A. J. Crosbie; *Second Lieutenant.* — A. E. Borden; *First Sergeant.* — I. G. Spitz.

COMPANY H. *Captain.* — P. H. Linchan; *First Lieutenant.* — B. E. McKechnie; *Second Lieutenant.* — C. F. Mills; *First Sergeant.* — J. M. McNulty.

SECOND REGIMENT.

Colonel. — L. J. Logan. (Boston Latin School.)

Major. — J. J. O'Donnell. (Boston Latin School.)

Adjutant. — J. F. Heavey. (Boston Latin School.)

Quartermaster. — J. F. Bassity. (Boston Latin School.)

Sergeant-Major. — E. B. Watson. (Boston Latin School.)

Drum-Major. — L. A. Stillings. (Boston Latin School.)

FIRST BATTALION. (Boston Latin School.)

COMPANY A. *Captain.* — B. E. Wood; *First Lieutenant.* — R. P. Ells; *Second Lieutenant.* — S. F. Crowell; *First Sergeant.* — T. F. Teevens.

COMPANY B. *Captain.* — F. Shurtleff; *First Lieutenant.* — L. E. Daloz; *Second Lieutenant.* — C. S. Stanton; *First Sergeant.* — C. D. Daly.

COMPANY C. *Captain.* — A. M. Reilly; *First Lieutenant.* — A. P. Young; *Second Lieutenant.* — R. M. Green; *First Sergeant.* — W. C. McDermot.

COMPANY D. *Captain.* — R. F. Leavens; *First Lieutenant.* — E. B. Schallenbach; *Second Lieutenant.* — E. F. O'Dowd; *First Sergeant.* — H. M. Cummings.

SECOND BATTALION.

Major. — Merrill F. Greene. (Charlestown High School.)

Adjutant. — Byron E. Downing. (East Boston High School.)

Quartermaster. — Morris Goldenberg. (East Boston High School.)

COMPANY E. (Charlestown High School.) *Captain.* — Charles H. Ford; *First Lieutenant.* — Daniel F. Connolly; *Second Lieutenant.* — Otis H. Clark; *First Sergeant.* — John F. McBride.

COMPANY H. (East Boston High School.) *Captain.* — William C. Maguire; *First Lieutenant.* — W. L. Whelpley; *Second Lieutenant.* — L. McLean; *First Sergeant.* — Thomas F. Burke.

COMPANY I. (East Boston High School.) *Captain.* — Wm. G. Harrington; *First Lieutenant.* — P. L. Norton; *Second Lieutenant.* — Curtis Guild; *First Sergeant.* — William C. Rand.

COMPANY K. (Charlestown High School.) *Captain.* — Ernest T. Brenholz; *First Lieutenant.* — Thomas W. Tierney; *Second Lieutenant.* — John H. Laughlin; *First Sergeant.* — Edmund B. Bradford.

THIRD BATTALION. (Boston Latin School.)

Major. — C. W. Nichols.

COMPANY E. *Captain.* — E. Johnson; *First Lieutenant.* — A. J. Fotch; *Second Lieutenant.* — B. A. MacKinnon; *First Sergeant.* — P. E. Durham.

COMPANY F. *Captain.* — T. H. Reed; *First Lieutenant.* — L. Bonelli; *Second Lieutenant.* — H. S. Bennett; *First Sergeant.* — H. A. Noone.

COMPANY G. *Captain.* — G. H. Tower; *First Lieutenant.* — F. R. Mahony; *Second Lieutenant.* — H. L. Marshall; *First Sergeant.* — E. Murphy.

COMPANY H. *Captain.* — A. E. Landry; *First Lieutenant.* — A. W. Lincoln; *Second Lieutenant.* — E. W. C. Jackson; *First Sergeant.* — E. J. Denning.

FOURTH BATTALION. (Roxbury High School.)

Lieutenant-Colonel. — Mathew J. Tobey.

Adjutant. — Merton W. Clement.

Quartermaster. — Felix Mullaly.

COMPANY A. *Captain.* — Edward Seaver, Jr.; *First Lieutenant.* — Wakeman C. Bell; *Second Lieutenant.* — Earl H. Rosemere; *First Sergeant.* — Willis H. Washburn.

COMPANY C. *Captain.* — Charles H. Pattee; *First Lieutenant.* — Arthur F. Baker; *Second Lieutenant.* — D. Eustice Bigelow; *First Sergeant.* — Edward W. Hadcock.

COMPANY L. *Captain*. — Linwood D. Scriven; *First Lieutenant*. — Charles E. Young; *Second Lieutenant*. — Walter F. Baker; *First Sergeant*. — Albert E. Doe, Jr.

FIFTH BATTALION.

Major. — Herbert J. Lane. (Dorchester High School.)

Adjutant. — Harold A. Yeames. (West Roxbury High School.)

Quartermaster. — Fred R. Stetson. (Brighton High School.)

COMPANY B. (Dorchester High School.) *Captain*. — Harry W. M. Storer; *First Lieutenant*. — H. Thornton Winchester; *Second Lieutenant*. — Ernest M. Chaffee; *First Sergeant*. — James L. Maclary.

COMPANY D. (Dorchester High School.) *Captain*. — J. Frank Scannell; *First Lieutenant*. — Alfred H. Brown; *Second Lieutenant*. — Leopold S. Hamburger; *First Sergeant*. — Joseph A. Carey.

COMPANY F. (Brighton High School.) *Captain*. — William O'Melia; *First Lieutenant*. — Thomas F. Tiernay; *Acting Second Lieutenant*. — Fred R. Stetson.

COMPANY G. (West Roxbury High School.) *Captain*. — Howard P. Worthington; *First Lieutenant*. — Frank H. Colton; *Second Lieutenant*. — John F. Doonan; *First Sergeant*. — Harry J. Fitz Simmons.

COMPANY N. (Brighton High School.) *Captain*. — James E. Campbell; *First Lieutenant*. — Ewald P. Hara; *Second Lieutenant*. — Charles F. Hamblin.

ORGANIZATION
OF THE
SCHOOL COMMITTEE
FOR
1897.



SCHOOL COMMITTEE, 1897.

[Term expires January, 1898.]

| | |
|-------------------------|-----------------------|
| George Z. Adams, \ | Archibald T. Davison, |
| George W. Anderson, | William J. Gallivan, |
| Samuel H. Calderwood, \ | Gustav Liebmann, |
| Samuel E. Courtney, | Thomas F. Strange. |

[Term expires January, 1899.]

| | |
|----------------------|------------------------|
| Willard S. Allen, / | Samuel F. Hubbard, ~ |
| Fanny B. Ames, \ | Elizabeth C. Keller, ~ |
| I. Austin Bassett, / | A. Lawrence Lowell, / |
| William T. Eaton, / | Isaac F. Paul, ~ |

[Term expires January, 1900.]

| | |
|------------------------|----------------------|
| Frank E. Bateman, / | Emily A. Fifield, / |
| William H. Bowdlear, / | Charles Fleischer, / |
| Francis L. Coolidge, / | Henry D. Huggan, / |
| Edward H. Dunn, / | James A. McDonald. |

DIRECTORY.

ADAMS, GEORGE Z., 30 Court street.

ALLEN, WILLARD S., 35 White street, East Boston.

AMES, FANNY B., 12 Chestnut street.

ANDERSON, GEORGE W., Tremont Building, 73 Tremont street,
Rooms 939-941.

BASSETT, I. AUSTIN, Bradshaw street, Dorchester.

BATEMAN, FRANK E., 17 Parker street, Charlestown.

BOWDLEAR, WILLIAM H., 149 Pearl street.

CALDERWOOD, SAMUEL H., 2512 Washington street, Roxbury.

COOLIDGE, FRANCIS L., 4 Liberty square, Room 27.

COURTNEY, SAMUEL E., 98 West Springfield street.

DAVISON, ARCHIBALD T., 394 Washington street, Dorchester.

DUNN, EDWARD H., 30 South street.

EATON, WILLIAM T., 178 Devonshire street.

FIFIELD, EMILY A., 4 Ashland street, Dorchester.

FLEISCHER, CHARLES, 38 St. Botolph street.

GALLIVAN, WILLIAM J., 743 Broadway, South Boston.

HUBBARD, SAMUEL F., 73 Pinckney street.
 HUGGAN, HENRY D., 28 Maverick square, East Boston.
 KELLER, ELIZABETH C., 46 St. John street, Jamaica Plain.
 LIEBMANN, GUSTAV, 210 West Newton street.
 LOWELL, A. LAWRENCE, 53 State street, Room 709.
 McDONALD, JAMES A., 116 Main street, Charlestown.
 PAUL, ISAAC F., 244 Washington street, Room 63.
 STRANGE, THOMAS F., 10 Tremont street.

OFFICERS OF THE BOARD.

President.

HENRY D. HUGGAN.

Secretary.

THORNTON D. APOLLONIO.

Auditing Clerk.

WILLIAM J. PORTER.

Superintendent.

EDWIN P. SEAVER.

Supervisors.

ELLIS PETERSON,
 ROBERT C. METCALF,
 GEORGE H. CONLEY,

GEORGE H. MARTIN,
 WALTER S. PARKER,
 SARAH L. ARNOLD.

Messenger.

ALVAH H. PETERS.

Rooms of the Board, Mason street, open from 9 o'clock A.M. to 5 o'clock P.M. Saturdays from 9 o'clock A.M. to 2 o'clock P.M.

STANDING COMMITTEES.

ACCOUNTS. — Willard S. Allen, *Chairman*; Messrs. Dunn, Gallivan, Bassett, and Hubbard.
 ANNUAL REPORT. — Gustav Liebmann, *Chairman*; Messrs. Bateman and Bowdlear.
 DRAWING. — James A. McDonald, *Chairman*; Messrs. Paul, Davison, Mrs. Ames, and Mr. Fleischer.

- ELECTIONS. — Archibald T. Davison, *Chairman*; Messrs. Bateman and Coolidge.
- EVENING SCHOOLS. — Isaac F. Paul, *Chairman*; Messrs. Anderson, Calderwood, Allen, and Gallivan.
- EXAMINATIONS. — A. Lawrence Lowell, *Chairman*; Messrs. Strange, Davison, Fleischer, and Courtney.
- HORACE MANN SCHOOL. — Elizabeth C. Keller, *Chairman*; Messrs. Fleischer and Bateman.
- HYGIENE AND PHYSICAL TRAINING. — Samuel H. Calderwood, *Chairman*; Messrs. McDonald, Hubbard, Mrs. Ames, and Mr. Bateman.
- KINDERGARTENS. — Emily A. Fifield, *Chairman*; Mrs. Ames, Messrs. Courtney, Fleischer, and Bowdlear.
- LEGISLATIVE MATTERS. — William T. Eaton, *Chairman*; Messrs. Adams and Bassett.
- MANUAL TRAINING. — Emily A. Fifield, *Chairman*; Mrs. Ames, Messrs. Hubbard, Eaton, and Coolidge.
- MUSIC. — Gustav Liebmann, *Chairman*; Mrs. Fifield, Messrs. Bassett, Anderson, and Paul.
- NOMINATIONS. — Thomas F. Strange, *Chairman*; Messrs. McDonald, Eaton, Bowdlear, and Coolidge.
- RULES AND REGULATIONS. — George W. Anderson, *Chairman*; Mrs. Fifield, Messrs. Adams, Hubbard, and Mrs. Ames.
- SALARIES. — I. Austin Bassett, *Chairman*; Mr. Liebmann, Mrs. Keller, Messrs. Gallivan and Bateman.
- SCHOOL-HOUSES. — Edward H. Dunn, *Chairman*; Messrs. Strange, Lowell, Paul, and Eaton.
- SUPPLIES. — Archibald T. Davison, *Chairman*; Messrs. Huggan, Calderwood, Adams, and Coolidge.
- TEXT-BOOKS. — James A. McDonald, *Chairman*; Mrs. Keller, Messrs. Allen, Anderson, and Strange.
- TRUANT-OFFICERS. — Samuel F. Hubbard, *Chairman*; Messrs. McDonald, Huggan, Liebmann, and Courtney.

NORMAL, HIGH SCHOOL, AND DIVISION COMMITTEES.

- NORMAL SCHOOL. — George Z. Adams, *Chairman*; Mrs. Ames, Mr. Courtney, Mrs. Fifield, and Mr. Huggan.
- HIGH SCHOOLS. — Samuel H. Calderwood, *Chairman*; Messrs. Allen, Gallivan, Lowell, and Paul.
- FIRST DIVISION. — Willard S. Allen, *Chairman*; Messrs. Bateman, Gallivan, Huggan, and McDonald.

SECOND DIVISION. — James A. McDonald, *Chairman* ; Messrs. Allen, Bateman, Hubbard, and Huggan.

THIRD DIVISION. — George W. Anderson, *Chairman* ; Mrs. Ames, Messrs. Courtney, Hubbard, and Paul.

FOURTH DIVISION. — Isaac F. Paul, *Chairman* ; Messrs. Coolidge, Dunn, Fleischer, and Lowell.

FIFTH DIVISION. — Gustav Liebmann, *Chairman* ; Mrs. Ames, Messrs. Courtney, Dunn, and Fleischer.

SIXTH DIVISION. — William T. Eaton, *Chairman* ; Messrs. Bowdlear, Davison, Gallivan, and Liebmann.

SEVENTH DIVISION. — Samuel H. Calderwood, *Chairman* ; Messrs. Adams, Bassett, Eaton, and Strange.

EIGHTH DIVISION. — Elizabeth C. Keller, *Chairman* ; Messrs. Bowdlear, Coolidge, Mrs. Fifield, and Mr. Lowell.

NINTH DIVISION. — Emily A. Fifield, *Chairman* ; Messrs. Bassett, Calderwood, Davison, and Strange.

DIVISIONS.

First Division. — Adams, Chapman, Emerson, Lyman.

Second Division. — Bunker Hill, Frothingham, Harvard, Prescott, Warren.

Third Division. — Bowdoin, Eliot, Hancock, Phillips, Wells.

Fourth Division. — Brimmer, Prince, Quiney, Winthrop.

Fifth Division. — Dwight, Everett, Franklin, Hyde, Sherwin.

Sixth Division. — Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Norcross, Shurtleff, Thomas N. Hart.

Seventh Division. — Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Martin.

Eighth Division. — Agassiz, Bennett, Bowditch, Charles Sumner, Lowell, Robert G. Shaw, Washington Allston.

Ninth Division. — Christopher Gibson, Edward Everett, Gilbert Stuart, Harris, Henry L. Pierce, Mather, Minot, Roger Clap, Tileston.

SUPERINTENDENT OF SCHOOLS.

EDWIN P. SEAVER, Waban, Mass. Office hours: Mondays to Fridays, 1 to 2 P. M.

BOARD OF SUPERVISORS.

Ellis Peterson, 305 Chestnut av., near Green st., Jamaica Plain. * Office hour, Thursday, 4.30 to 5.30 P.M.

Robert C. Metcalf, 32 Alaska st., Roxbury. * Office hour, Saturday, 11 A.M. to 12 M.

George H. Conley, Osborn road, Brookline. * Office hour, Monday, 4.30 P.M.

George H. Martin, 388 Summer st., Lynn. * Office hour, Thursday, 4.30 to 5.30 P.M.

Walter S. Parker, Reading. * Office hour, Wednesday, 4.30 to 5.30 P.M.

Sarah L. Arnold, Newton Centre. * Office hour, Tuesday, 4.30 to 5.30 P.M.

Regular meetings of the Board of Supervisors on the Monday following each regular meeting of the School Committee, at 9 o'clock A.M.

*At School Committee Building, Mason street.

SUPERVISORS OF SCHOOLS.

Ellis Peterson. — Latin, Girls' Latin, Brighton, Charlestown, Dorchester, East Boston, English, Girls', Roxbury, West Roxbury High, and Horace Mann Schools; Districts: Agassiz, Bowditch, Charles Sumner, and Robert G. Shaw. Evening High School, and branches.

Robert C. Metcalf. — Grammar grades only of Christopher Gibson, Comins, Dearborn, Dillaway, Dudley, Dwight, Edward Everett, Everett, Franklin, George Putnam, Gilbert Stuart, Harris, Henry L. Pierce, Hugh O'Brien, Hyde, Lewis, Martin, Mather, Minot, Roger Clap, Sherwin, and Tileston Districts. Comins, Dearborn,* and Mather Evening Schools.

George H. Conley. — Mechanic Arts High School; Districts: Bigelow, Gaston, John A. Andrew, Lawrence, Lincoln, Lowell (grammar grades), Norcross, Shurtleff, Thomas N. Hart, and Winthrop. Bigelow and Lincoln Evening Schools.

George H. Martin. — Normal and Rice Training Schools; Spectacle Island School; Districts: Adams, Bunker Hill, Chapman, Emerson, Frothingham, Harvard, Lyman, Prescott, Quincy (grammar grades), and Warren. Lyman and Warren Evening Schools.

Walter S. Parker. — Districts: Bennett, Bowdoin, Brimmer, Eliot, Hancock, Phillips, Prince, Washington Allston, and Wells. Eliot, Washington Allston, and Wells Evening Schools.

Sarah L. Arnold. — Primary grades only, Christopher Gibson, Comins, Dearborn, Dillaway, Dudley, Dwight, Edward Everett, Everett, Franklin, George Putnam, Gilbert Stuart, Harris, Henry L. Pierce, Hugh O'Brien, Hyde, Lewis, Lowell, Martin, Mather, Minot, Quincy, Roger Clap, Sherwin, and Tileston Districts. Franklin and Quincy Evening Schools.

Kindergartens are assigned to the Supervisors of the primary classes of the districts in which the Kindergartens are located.

SUPERVISORS OF SUBJECTS.

- Ellis Peterson. — Latin, Greek, French, German, Phonography, and Psychology.
- Robert C. Metcalf. — English Language (including grammar and composition), Physiology, and Arithmetic.
- George H. Conley. — English Literature, Algebra, Geometry, Woodworking, and Mechanic Arts.
- George H. Martin. — Physics, Chemistry, History (Historical Geography), and Civil Government.
- Walter S. Parker. — Bookkeeping, Penmanship, Geography, and Geology.
- Sarah L. Arnold. — Reading, Botany, Zoölogy, Cookery, Sewing, and Clay Modelling.

HOLIDAYS AND VACATIONS

Every Saturday; the first Monday in September; the half-day before Thanksgiving and the remainder of the week; the half-day before Christmas day; one week commencing with Christmas day; New Year's day; the twenty-second of February; Good Friday; the nineteenth of April; the week immediately preceding the second Monday in April; Decoration day; the seventeenth of June; and to the Primary Schools from the Friday preceding the week of graduating exercises of the schools in June, and to the Normal, High, and Grammar Schools from their respective graduating exercises to the first Wednesday in September.

NORMAL SCHOOL.

Corner of Dartmouth and Appleton streets.

Head-Master. — Larkin Dunton. *Sub-Master.* — Wallace C. Boyden. *Assistants.* — L. Theresa Moses, Katharine H. Shute, Dora Williams, Laura S. Plummer, Alice M. Dickey, Fanny E. Coe, Gertrude E. Bigelow, Mary C. Mellyn, Lillian M. Towne, Mary C. Shute, Henry W. Poor. *Janitor.* — Thomas F. Durkin.

RICE TRAINING SCHOOL. (Boys.)

GRAMMAR.

Corner of Dartmouth and Appleton streets.

Master. — Lincoln Owen. *Sub-Masters.* — Charles F. Kimball, Joseph L. Caverly. *1st Assts.* — Florence Marshall, Mary E. Mailman. *Assistants.* — Ella T. Gould, Dora Brown, Margaret A. Leahy, Lotta A. Clark, Edith F. Parry, Mattie H. Jackson. *Janitor.* — Thomas F. Durkin.

PRIMARY.

APPLETON-STREET SCHOOL.

Assistants. — Mabel I. Emerson, Eleanor F. Lang, Alice M. May, Sarah E. Bowers, Emma L. Wyman, Clara C. Dunn, Julia H. Neil. *Janitor.* — George W. Collings.

KINDERGARTEN.

Principal. — Caroline D. Aborn. *Asst.* — Edith F. Winsor.

LATIN AND HIGH SCHOOLS.

PUBLIC LATIN SCHOOL. (Boys.)

Warren avenue.

Head-Master. — Moses Merrill. *Masters.* — Charles J. Capen, Arthur I. Fiske, Joseph W. Chadwick, Byron Groce, Frank W. Freeborn, Edward P. Jackson, John K. Richardson, Grenville C. Emery, George W. Rollins. *Junior-Masters.* — Henry C. Jones, Francis DeM. Dunn, Henry Penny-packer, William T. Campbell, William R. Morse, Selah Howell, Henry E. Fraser, Walter A. Robinson, Charles H. Atkins, George E. Marsh, Jr., Alarie Stone, William P. Henderson. *Janitor.* — Matthew R. Walsh.

GIRLS' LATIN SCHOOL.

West Newton street.

Head-Master. — John Tetlow. *Master.* — Edward H. Atherton. *Assistants.* — Jane R. Sheldon, Jessie Girdwood, Mary C. C. Goddard, Mary J. Foley, Florence Dix, Ellen C. Griswold, Abby C. Howes, Helen A. Stuart, Mary D. Davenport, Mary G. Seavey, Ruth B. Whittemore. *Janitor.* — John Murphy, Jr.

BRIGHTON HIGH SCHOOL. (BOYS AND GIRLS.)

Cambridge and Warren streets, Brighton.

Masters. — John C. Ryder, Benj. Wormelle. *Assistants.* — Marion A. Hawes, Ida M. Curtis, Mariette F. Allen, Eunice A. Critchett, Elvira B. Smith. *Janitor.* — Charles H. Kelly.

CHARLESTOWN HIGH SCHOOL. (BOYS AND GIRLS.)

Monument square, Charlestown.

Head-Master. — John O. Norris. *Junior-Master.* — Edward F. Holden. *Assistants.* — Sarah Shaw, Abbie F. Nye, Grace Hooper, Margaret T. Wise,

Marion K. Norris, Abby M. Thompson, Elizabeth G. Dowd, Harriet E. Hutchinson. *Janitor*. — Joseph Smith.

DORCHESTER HIGH SCHOOL. (BOYS AND GIRLS.)

Centre street, cor. Dorchester avenue.

Head-Master. — Charles J. Lincoln. *Junior-Master*. — Albert S. Perkins. *Assistants*. — Laura E. Hovey, Edith S. Cushing, Emily J. Tucker, Lucy A. Frost, Anna M. Fries, Margaret Cunningham, Jane A. McLellan. *Janitor*. — Thomas J. Hatch.

EAST BOSTON HIGH SCHOOL. (BOYS AND GIRLS.)

Paris and Meridian streets.

Head-Master. — John F. Eliot. *Junior-Master*. — Charles W. Gerould. *Assistants*. — Lucy R. Beadle, Kate W. Cushing, Josephine Rice, Grace M. Crawford, Lucia R. Peabody, Ruth B. Whittemore. *Janitor*. — Oliver E. Wood.

ENGLISH HIGH SCHOOL. (Boys.)

Montgomery street.

Head-Master. — Robert E. Babson. *Masters*. — Charles B. Travis, Alfred P. Gage, John F. Casey, Jerome B. Poole, S. Curtis Smith, William H. Sylvester, Rufus P. Williams, William T. Strong, James A. Beatley. *Junior-Masters*. — Frank O. Carpenter, Melvin J. Hill, James E. Thomas, George W. Evans, William B. Snow, Albert P. Walker, Charles P. Lebon, Henry C. Shaw, James Mahoney, Joseph Y. Bergen, Samuel F. Tower, Henry M. Wright, Edward H. Cobb, Charles E. Stetson, Frederic B. Hall, Peter F. Gartland. *Janitor*. — Patrick W. Tighe.

GIRLS' HIGH SCHOOL.

West Newton street.

Head-Master. — John Tetlow. *Master*. — Samuel Thurber. *Asst. Prin.* — Harriet E. Caryl. *Assistants*. — M. Medora Adams, Margaret A. Badger, Zéphirine N. Brown, Alla W. Foster, Charlotte M. Gardner, Helen A. Gardner, Isabel P. George, Elizabeth E. Hough, Augusta C. Kimball, Parnell S. Murray, Sarah J. C. Needham, Emerette O. Patch, Elizabeth M. Richardson, Laura E. Richardson, Emma G. Shaw, S. Annie Shorey, Elizabeth L. Smith, Mary M. Smith, Grace G. Starbird, Adeline L. Sylvester, Mary E. Winn, Lucy R. Woods, Sara E. Miller, Laura B. White. *Laboratory Asst.* — Margaret C. Brawley. *Janitor*. — John Murphy, Jr.

MECHANIC ARTS HIGH SCHOOL. (Boys.)

Belvidere, corner of Dalton street.

Head-Master. — Charles W. Parmenter. *Junior-Masters.* — Roswell Parish, William Fuller, Herbert S. Weaver. *Instructors.* — Benjamin F. Eddy, Ludwig Frank, Herbert M. Woodward, John W. Raymond, Jr., Allan K. Sweet. *Asst. Instructor.* — Harriet E. Bird. *Janitor.* — George W. Fogg.

ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Warren Street.

Head-Master. — Charles M. Clay. *Junior-Masters.* — Nathaniel S. French, Josiah M. Kagan, Irving H. Upton. *Asst. Prin.* — Jennie R. Ware. *Assistants.* — Eliza D. Gardner, Edith A. Parkhurst, Persis P. Drake, Helen A. Bragg, Mabel L. Warner, Mabel F. Wheaton, Mary H. Gibbons, Mary E. Upham, Eugenia M. Williams, Josephine W. Greenlaw, Ervinia Thompson, Charlotte A. Maynard, Maud G. Leadbetter, Mary Hubbard. *Laboratory Asst.* — Lyman G. Smith. *Janitor.* — Allen McLeod.

WEST ROXBURY HIGH SCHOOL. (BOYS AND GIRLS.)

Elm Street, Jamaica Plain.

Master. — George C. Mann. *Junior-Master.* — George F. Partridge. *Assistants.* — Josephine L. Sanborn, Mary I. Adams, Blanche G. Wetherbee, Caroline W. Trask, Elenora R. Clare, George A. Cowen. *Janitor.* — S. S. Marison.

FIRST DIVISION.

ADAMS SCHOOL. (BOYS AND GIRLS.)

Belmont Square, East Boston.

Master. — Frank F. Preble. *Sub-Master.* — Joel C. Bolan. *1st Asst.* — Mary M. Morse. *Assistants.* — Clara Robbins, Adiline H. Cook, Ellenette Pillsbury, Sarah E. McPhaill, Jennie A. Mayer. *Ungraded Classes.* — Harriet Sturtevant, M. Luetta Choate. *Janitor.* — Michael J. Burke.

PRIMARY SCHOOL.

PLUMMER SCHOOL, BELMONT SQUARE.

1st Asst. — Ellen M. Robbins. *Assistants.* — Jennie A. Soutter, Helen L. Dennison, Emma M. Weston, Mary A. Palmer. *Janitor.* — Mary Campbell.

KINDERGARTEN.

PLUMMER SCHOOL, BELMONT SQUARE.

Principal. — Cora E. Bigelow. *Assistant.* — Helen J. Morris.

CHAPMAN SCHOOL. (BOYS AND GIRLS.)

*Eutaw Street, East Boston.**Master.* — Tilson A. Mead. *Sub-Master.* — Harry N. Andrews. *1st Assts.* — Lucy W. Eaton, Jane F. Reid. *Assistants.* — Margaret B. Erskine, Clara A. Brown, Florence M. Glover, Martha P. M. Walker, Grace M. Strong, Annie L. Evans, Margaret D. Barr, Katharine L. Niland, Lucy E. Woodwell, Mary E. Buffum. *Janitor.* — James E. Burdakin.

PRIMARY SCHOOL.

TAPPAN SCHOOL, LEXINGTON STREET.

1st Asst. — Marietta Duncan. *Assistants.* — Hannah F. Crafts, Mary C. Hall, Mabel V. Roche, Clara A. Otis, Mary E. Sheridan, Calista W. McLeod, Catherine F. Atwood. *Janitor.* — Bradford H. Blinn.

KINDERGARTEN.

TAPPAN SCHOOL, LEXINGTON STREET.

Principal. — Mariannie H. Simmons. *Assistants.* — Helen M. Paine, Margaret T. McCabe.

EMERSON SCHOOL. (BOYS AND GIRLS.)

*Prescott, cor. of Bennington street, East Boston.**Master.* — J. Willard Brown. *Sub-Master.* — Horatio D. Newton. *1st Assts.* — Frances H. Turner, Mary A. Ford. *Assistants.* — Louise S. Hotchkiss, H. Elizabeth Cutter, Mary D. Day, Emma J. Irving, Annie S. Hayward, Almaretta J. Critchett, Mary L. Sweeney, Ida E. Halliday, Ellen S. Bloomfield, Charlotte G. Ray, Helen M. Souther. *Ungraded Class.* — Helen M. Slack. *Janitor.* — Edward C. Chessman.

BLACKINGTON SCHOOL, ORIENT HEIGHTS.

1st Asst. — Bremen E. Sinclair. *Assistants.* — Sara F. Littlefield, Annie F. McGillicuddy. *Janitor.* — James S. Hendrick.

PRIMARY SCHOOLS.

EMERSON SCHOOL, PRESCOTT STREET.

Assistant. — Elizabeth A. Turner.

NOBLE SCHOOL, PRINCETON STREET.

1st Asst. — Mary E. Plummer. *Assistants.* — Sarah A. Atwood, Isabella J. Ray, Abby D. Beale, Harriet E. Litchfield, Susan A. Slavin, Lizzie M. Morrissey. *Janitor.* — George J. Merritt.

BENNINGTON-STREET CHAPEL.

Assistants. — Amy L. Hubbard, Florence Covington. *Janitor.* — Mahala J. Dexter.

BLACKINTON SCHOOL, ORIENT HEIGHTS.

Assistants. — Caroline E. Nutter, Hattie H. Coan, Margaret E. Gray.

KINDERGARTEN.

NOBLE SCHOOL, PRINCETON STREET.

Principal. — Flora S. McLean. *Assistant.* — Helen A. Ricker.

LYMAN SCHOOL. (BOYS AND GIRLS.)

Corner of Paris and Gove streets, East Boston.

Master. — Augustus H. Kelley. *Sub-Master.* — Herbert L. Morse. *1st Asst.* — Cordelia Lothrop. *Assistants.* — Cora F. Murphy, Julia A. Logan, Helen Harvie, Amelia H. Pitman, Eva L. Morley, Clara B. George, Mary P. E. Tewksbury. *Ungraded Class.* — Katherine G. Garrity. *Janitor.* — Charles L. Glidden.

PRIMARY SCHOOL.

CUDWORTH SCHOOL, GOVE STREET.

1st Asst. — Anna I. Duncan. *Assistants.* — Nellie M. Porter, Adelaide R. Porter, Josephine A. Ayers, Catherine A. Sullivan, Mary E. Williams, Lena E. Synette, Annie M. Wilcox, Grace O. Peterson. *Janitor.* — Samuel I. Crafts.

KINDERGARTENS.

CUDWORTH SCHOOL, GOVE STREET.

Principal. — Alice L. McLauthlin. *Assistant.* — Mabel Lovell. *Principal.* — Grace S. Mansfield. *Assistant.* — Anita F. Weston.

SECOND DIVISION.

BUNKER HILL SCHOOL. (BOYS AND GIRLS.)

Baldwin street, Charlestown.

Master. — Samuel J. Bullock. *Sub-Master.* — Henry F. Sears. *1st Assts.* Harriet H. Norcross, Abby P. Josselyn. *Assistants.* — Mary E. Minter, Angelia M. Knowles, Annie F. McMahon, Clara B. Brown, Josephine F. Hannon, Anna M. Prescott, Kate C. Thompson. *Ungraded Class.* — Charlotte E. Seavey. *Janitor.* — Gustavus H. Gibbs.

PRIMARY SCHOOLS.

BUNKER HILL STREET SCHOOL, COR. CHARLES STREET.

1st Asst. — Elizabeth B. Norton. *Assistants.* — Mary E. Flanders, Mary D. Richardson, Effie G. Hazen, Jennie F. White, Sarah A. Smith, Anna P. Hannon. *Janitor.* — Gustavus H. Gibbs.

B. F. TWEED SCHOOL, CAMBRIDGE STREET.

Assistants. — Kate T. Brooks, Annie B. Hunter, Ada E. Bowler. *Janitor.* — Samuel L. Smith.

KINDERGARTEN.

B. F. TWEED SCHOOL, CAMBRIDGE STREET.

Principal. — Gertrude F. Chamberlain. *Assistant.* — Grace H. Skilton.

FROTHINGHAM SCHOOL. (BOYS AND GIRLS.)

Corner of Prospect and Edgeworth streets, Charlestown.

Master. — William B. Atwood. *Sub-Master.* — Walter L. Harrington. *1st Assts.* — Charlotte E. Camp, Bial W. Willard. *Assistants.* — Sara H. Nowell, Margaret J. O'Hea, Ida C. S. Wing, Jane E. Tobey, Martha J. Bryant, Inez Haynes, Helen G. Stark. *Ungraded Class.* — Mary Colesworthy. *Janitor.* — Warren J. Small.

PRIMARY SCHOOLS.

FROTHINGHAM SCHOOL, PROSPECT STREET.

Assistants. — Persis M. Whittemore, Martha Yeaton, Florence I. Morse, Mary E. Corbett, Lena E. Campbell.

WILLIAM H. KENT SCHOOL, MOULTON STREET

Assistants. — Fannie M. Lamson, Nellie L. Cullis, Theresa E. Hayes, Mary E. Delaney, Abbie C. McAuliffe. *Janitor.* — Jeremiah F. Horrigan.

KINDERGARTEN.

WILLIAM H. KENT SCHOOL, MOULTON STREET.

Principal. — Phebe A. DeLande. *Assistant.* — Ruphine A. Morris.

HARVARD SCHOOL (BOYS AND GIRLS.)

Devens street, Charlestown.

Master. — Warren E. Eaton. *Sub-Master.* — Darius Hadley. *1st Asst.*, Sarah E. Leonard, Mary A. Lovering. *Assistants.* — Abbie M. Libby, Caroline E. Gary, Elizabeth W. Allen, Ida B. Nute, Sarah J. Perkins, Katherine C. Wigg, Olive J. Sawyer, Mabel P. Foster, Theresa G. Power. *Ungraded Class.* — Elizabeth B. Porter. *Janitor.* — Walter I. Sprague.

PRIMARY SCHOOLS.

HARVARD-HILL SCHOOL.

1st Asst. — Frances A. Foster. *Assistants.* — Sarah J. Worcester, Elizabeth R. Cormier, Louise A. Whitman, Effie A. Kettell, Sarah R. Dodge, Elizabeth G. Desmond, Lana J. Wood. *Janitor.* — L. H. Hayward.

COMMON-STREET SCHOOL.

Assistants. — Agnes A. Herlihy, Helena G. Herlihy, Elizabeth R. Brower, S. Janet Jameson. *Janitor.* — Levi H. Hayward.

KINDERGARTEN.

COMMON-STREET SCHOOL.

Principal. — Sallie Bush.

PRESCOTT SCHOOL. (BOYS AND GIRLS.)

Elm street, Charlestown.

Master. — William H. Furber. *Sub-Master.* — Melzar H. Jackson. *1st Asst.* — Mary C. Sawyer. *Assistants.* — Julia C. Powers, Elizabeth F. Curry, Lydia A. Nason, Frances A. Craigen, Mary E. Moran, Julia F. Sawyer, Margaret M. Whalen. *Janitor.* — James W. Ede.

PRIMARY SCHOOLS.

POLK-STREET SCHOOL.

1st Asst. — Mary E. Franklin. *Assistants.* — Lizzie Simpson, Elizabeth J. Doherty, Hattie L. Todd, Alice Simpson. *Janitor.* — George A. King.

MEDFORD-STREET SCHOOL.

Assistants. — Lydia E. Hapenny, Grace A. Park. *Janitor.* — George A. King.

KINDERGARTEN.

POLK-STREET SCHOOL.

Principal. — Daisy G. Dame. *Assistant.* — Bertha Arnold.

WARREN SCHOOL. (BOYS AND GIRLS.)

Corner of Pearl and Summer streets, Charlestown.

Master. — Edward Stickney. *Sub-Master.* — William M. Newton. *1st Asss.* — Anna D. Dalton, Elizabeth Swords. *Assistants.* — Ellen A. Pratt, Abbie M. Mott, Sarah J. Taff, Rose M. Cole, Abby E. Holt, Elizabeth F. Cotter, Alice Hall, Katharine A. Sweeney, Georgietta Sawyer. *Ungraded Class.* — Caroline A. Meade. *Janitor.* — John P. Swift.

PRIMARY SCHOOLS.

WARREN SCHOOL, SUMMER STREET.

Assistant. — Caroline E. Osgood.

CROSS-STREET SCHOOL.

Assistants. — Mary F. Kittredge, Fannie L. Osgood. *Janitor.* — Alice M. Lyons.

MEAD-STREET SCHOOL.

Assistants. — M. Josephine Smith, Cora A. Wiley, Carrie F. Gammell, Jessie G. Paine. *Janitor.* — James Shute.

THIRD DIVISION.

BOWDOIN SCHOOL. (GIRLS.)

Myrtle street.

Master. — Alonzo Meserve. *1st Asss.* — Sarah R. Smith, James W. Webster. *Assistants.* — S. Frances Perry, E. Laura Tilden, Irene W. Went-

worth, Eudora E. W. Pitcher, Martha T. O'Hea, Ella L. Macomber, Amelia S. Duncan. *Janitor*. — Charles J. Carlson.

SOMERSET-STREET SCHOOL.

Ungraded Class. — Christine Deane.

PRIMARY SCHOOLS.

SOMERSET-STREET SCHOOL.

Assistants. — Sarah E. Brown, Mabel West, Clara J. Reynolds. *Janitor*. — Mrs. Anne J. Butler.

SHARP SCHOOL, ANDERSON STREET.

1st Asst. — Elizabeth R. Preston. *Assistants*. — Julia G. L. Morse, Elizabeth N. Smith, Gertrude G. O'Brien. *Janitor*. — Mrs. Mary A. Maguire.

BOWDOIN SCHOOL, MYRTLE STREET.

Assistants. — Harriet L. Smith, Eliza A. Thomas.

KINDERGARTEN.

SHARP SCHOOL, ANDERSON STREET.

Principal. — Serena J. Frye. *Assistant*. — Sarah E. Kilmer.

ELIOT SCHOOL. (Boys.)

North Bennet Street.

Master. — Granville S. Webster. *Sub-Masters*. — James Burrier, Benj. J. Hinds, John J. Sheehan. *1st Asst*. — Frances M. Bodge. *Assistants*. — Adolin M. Steele, Luciette A. Wentworth, Mary Heaton, Minnie I. Folger, M. Ella Wilkins, Mary E. Hanney, Isabel R. Haskins, Annie M. H. Gillespie, Mary V. Cunningham, Ellen G. Desmond. *Ungraded Classes*. — E. Idella Seldis, Josephine L. Smith. *Janitor*. — P. J. Riordan.

WARE SCHOOL, NORTH BENNET STREET.

Ungraded Classes. — Agnes C. Moore, Genevieve C. Roach, Catherine J. Cunningham, B. Louise Hagerty. *Janitor*. — William Swanzey.

FORMORT SCHOOL, SNELLING PLACE.

Ungraded Class. — M. Persis Taylor.

FREEMAN SCHOOL, CHARTER STREET.

Ungraded Class. — Charlotte A. Hood.

MOON-STREET SCHOOL.

Assistant. — Helen G. Shannon. *Ungraded Class.* — Celia V. Leen.
Janitor. — Joseph T. Jones.

PRIMARY SCHOOLS.

FORMORT SCHOOL, SNELLING PLACE.

1st Asst. — Rosa M. E. Reggio. *Assistants.* — M. Elizabeth McGinley, Sylvia A. Richards, Sophia E. Krey, Winifred C. Wolff. *Janitor.* — William Swanzev.

FREEMAN SCHOOL, CHARTER STREET.

1st Asst. — Carrie A. Waugh. *Assistants.* — Katharine G. Sutcliffe, Ellen G. Bird, Mareella E. Donegan, Harriett E. Lampee. *Janitor.* — Mary A. O'Brien.

KINDERGARTENS.

39 North Bennet Street.

Principal. — Mary C. Peabody. *Assistant.* — Mary I. Parker. *Principal.* — Isabel G. Dame. *Assistant.* — Ellen M. Murphy.

HANCOCK SCHOOL. (GIRLS.)

Parmenter street.

Master. — Lewis H. Dutton. *1st Assts.* — Ellen C. Sawtelle, Honora T. O'Dowd. *Assistants.* — Matilda F. Bibbey, Hattie R. Christiennin, Agnes L. Dodge, Florence A. Dunbar, Helen M. Hitchings, Susan E. Mace, E. Lillian Mitchell, Annie M. Niland, Elizabeth T. O'Brien, Mary R. Thomas. *Ungraded Classes.* — Annie G. Conroy, Katherine E. Gillespie, Ariel D. Savage. *Janitor.* — Joseph P. Fleming.

PRIMARY SCHOOLS.

CUSHMAN SCHOOL, PARMENTER STREET.

1st Asst. — Teresa M. Gargan. *Assistants.* — Mary J. Clark, Julia E. Collins, Mary L. Desmond, Katherine F. Doherty, Annie R. Dolan, Maud E. Downing, Harriet M. Fraser, Catharine W. Fraser, Mareella C. Halliday, Margaret D. Mitchell, Mary J. Murray, Florence E. Phillips, Lena M. Rendall, Mary G. Ruxton. *Janitor.* — Humphrey C. Mahoney.

INGRAHAM SCHOOL, SHEAFE STREET.

Assistants. — Adelaide R. Donovan, Theresa E. Fraser, Lucy M. A. Moore. *Janitor.* — Mary McDermott.

MOON-STREET SCHOOL.

Assistants. — Mary F. Malone, Sophie G. Whalen. *Ungraded Classes.* — Margaret Mulligan, Catherine C. O'Connell.

20 PARMENTER STREET.

Assistant. — Mary G. Mahar. *Ungraded Class.* — Eleanor M. Colleton.

KINDERGARTENS.

CUSHMAN SCHOOL, PARMENTER STREET.

Principal. — Anne L. Page. *Assistant.* — Annie R. Howard.

64 NORTH MARGIN STREET.

Principal. — Eliza A. Maguire. *Assistant.* — Fannie L. Plympton.

32 PARMENTER STREET.

Principal. — Esther F. McDermott. *Assistant.* — Margaret P. Dickinson.

PHILLIPS SCHOOL. (Boys.)

Phillips street.

Master. — Elias H. Marston. *Sub-Masters.* — Edward P. Shute, Cyrus B. Collins, Frank L. Keith. *1st Asst.* — Nellie M. Whitney. *Assistants.* — Adeline F. Cutter, Eva M. Moran, Ruth E. Rowe, Eunice J. Simpson, Sarah W. I. Copeland, Martha A. Knowles, Louise H. Hinckley, Helen M. Coolidge, Emeline C. Farley, Julia F. Holland, Sarah F. Cole. *Janitor.* — Jeremiah W. Murphy.

GRANT SCHOOL, PHILLIPS STREET.

Ungraded Classes. — Katharine A. Burns, Mary E. Towle, Henrietta L. Dwyer. *Janitor.* — Mrs. Catherine O'Sullivan.

PRIMARY SCHOOL.

BALDWIN SCHOOL, CHARDON COURT.

1st Asst. — Jennie A. Dodson. *Assistants.* — Leila L. Rand, Josephine F. Joyce, Mary L. Bibbey, Angie P. S. Andrews. *Janitor.* — William Swanzey.

KINDERGARTEN.

BALDWIN SCHOOL, CHARDON COURT.

Principal. — Ida A. Noyes. *Assistant.* — Mary I. Hamilton.

WELLS SCHOOL. (GIRLS.)

*Corner Blossom and McLean streets.**Master.* — Orlando W. Dimick. *1st Assts.* — Hope J. Kirby, Emeline E. Durgin. *Assistants.* — Hattie A. Watson, Lizzie F. Stevens, Ellen F. Jones, Susan R. Gifford, Elizabeth Campbell, Lillian W. Prescott, Selina A. Black, Emily H. Macdonald, Alice Dunn. *Ungraded Classes.* — Mary F. Flanagan, Adelaide E. Badger. *Janitor.* — Michael J. Crowley.

PRIMARY SCHOOLS.

WINCHELL SCHOOL, BLOSSOM STREET.

1st Asst. — Sarah G. Fogarty. *Assistants.* — Lula A. L. Hill, Helen M. Graves, Kate Wilson, Mary F. Finneran, Adelaide A. Rea, Nellie M. Durgin, Etta L. Jones, Annie E. Flanagan, Elizabeth H. Miner, Esther C. Moore, Mary E. O'Leary. *Janitor.* — Jeremiah O'Connor.

EMERSON SCHOOL, POPLAR STREET.

1st Asst. — Mary F. Gargan. *Assistants.* — Anna F. Daly, Hannah E. Collins, Alicia I. Collison, Katharine L. King, Georgia D. Barstow. *Janitor.* — Mrs. B. F. Bradbury.

CHAMBERS-STREET SCHOOL.

Assistants. — Schassa G. Row, Katherine E. Evans.

NORTH RUSSELL-STREET SCHOOL.

Assistants. — Mary Lillis, Carrie M. Cogswell.

KINDERGARTENS.

WINCHELL SCHOOL, BLOSSOM STREET.

Principal. — Caroline C. Voorhees. *Assistant.* — Mae K. Pillsbury.

38 CHAMBERS STREET.

Principal. — Ada C. Williamson. *Assistant.* — Josephine H. Calef.

FOURTH DIVISION.

BRIMMER SCHOOL. (Boys.)

Common Street.

Master. — Quincy E. Dickerman. *Sub-Masters.* — T. Henry Wason, Gustavus F. Guild. *1st Asst.* — Ella L. Burbank. *Assistants.* — Josephine Garland, M. Florence McGlashan, Sarah E. Adams, Mary E. Keyes, Mary A. Carney, Annie P. James, Mary E. W. Hagerty. *Ungraded Class.* — Nellie A. Manning. *Janitor.* — James F. Latrobe.

PRIMARY SCHOOLS.

BRIMMER SCHOOL, COMMON STREET.

Assistant. — Margaret L. Eaton.

SKINNER SCHOOL, COR. FAYETTE AND CHURCH STREETS.

1st Asst. — Edith L. Stratton. *Assistants.* — Emma F. Burrill, Emily B. Burrill, Mary E. Tiernay, Mary E. Collins, Elizabeth G. Cahill. *Janitor.* — Bridget A. Goode.

KINDERGARTEN.

WARRENTON-STREET SCHOOL.

Principal. — Etta D. Morse. *Assistant.* — Juliette Billings.

PRINCE SCHOOL. (BOYS AND GIRLS.)

Newbury, cor. Exeter street.

Master. — E. Bentley Young. *Sub-Master.* — Seth Sears. *1st Asst.* — Mary Wilson. *Assistants.* — Luthera W. Bird, Laura M. Kendrick, Katherine C. Martin, Kate A. Rayercroft, M. Louise Fynes, Anna C. Murdock, Ellen P. Longfellow, Antoinette M. Getchell. *Janitor.* — Bernard L. Donnelly.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

Assistant. — Clara E. Fairbanks.

PRIMARY SCHOOLS.

PRINCE SCHOOL, EXETER STREET.

Assistants. — Manetta W. Penney, Winifred M. Morse, E. Isabelle Bense.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

1st Asst. — Laura K. Hayward. *Assistants.* — Alice C. Butler, Katharine L. Campbell, Grace S. Peirce. *Janitor.* — Henry E. Newell.

KINDERGARTEN.

CHARLES C. PERKINS SCHOOL, ST. BOTOLPH STREET.

Principal. — Ellen Gray. *Assistant.* — Maude P. Marshall.

QUINCY SCHOOL. (Boys.)

Tyler street.

Master. — Alfred Bunker. *Sub-Masters.* — Frank F. Courtney, George G. Edwards. *1st Asst.* — Angie C. Damon. *Assistants.* — Bridget A. Foley, Ida H. Davis, Vyra L. Tozier, Emma F. Colomy, Margaret E. Carey, Ellen L. Collins. *Ungraded Class.* — Theresa A. Mullen. *Janitor.* — Jane A. Daly.

PRIMARY SCHOOLS.

QUINCY SCHOOL, TYLER STREET.

Assistants. — Katherine A. Kiggen, Octavia C. Heard.

WAY-STREET SCHOOL.

Assistants. — Maria A. Callanan, Mary E. Conley, Abbie E. Batchelder. *Janitor.* — Margaret A. Brennick.

ANDREWS SCHOOL, GENESEE STREET.

1st Asst. — Annie F. Merriam. *Assistants.* — Emily E. Maynard, Katharine L. Wilson, Harriet M. Bolman, Ann T. Corliss, Julia A. McIntyre. *Janitor.* — George F. Chessman.

KINDERGARTEN.

ANDREWS SCHOOL, GENESEE STREET.

Principal. — Adelaide B. Camp. *Assistant.* — Mary H. Fruean.

WINTHROP SCHOOL. (GIRLS.)

Tremont, near Eliot street.

Master. — Robert Swan. *1st Assts.* — Susan A. W. Loring, May G. Ladd. *Assistants.* — Emma K. Valentine, Katherine K. Marlow, Mary L. H. Gerry,

Ellen M. Underwood, Mary L. Fitzpatrick, Emma A. Gordon, Mary A. Murphy, Caroline S. Crozier, Carrie Merrill, Helen L. Hilton, Louise K. Hopkinson. *Ungraded Class.* — Mary L. Hennessy. *Janitor.* — Joseph T. Whitehouse.

PRIMARY SCHOOL.

TYLER-STREET SCHOOL.

1st Asst. — Mary E. Noonan. *Assistants.* — Mary A. Reardon, Mary T. Foley, Emma I. Baker, Teresa M. Sullivan. *Janitor.* — Ellen McCarthy.

KINDERGARTENS.

TYLER-STREET SCHOOL.

Principal. — Caroline M. Burke.

DENISON HOUSE, TYLER STREET.

Principal. — Gertrude L. Watson.

FIFTH DIVISION.

DWIGHT SCHOOL. (Boys.)

West Springfield street.

Master. — James A. Page. *Sub-Masters.* — Jason L. Curtis, Jr., Henry C. Parker. *1st Asst.* — Ruth G. Rich. *Assistants.* — Mary C. R. Towle, Sarah C. Fales, Nellie L. Shaw, Georgiana Benjamin, Mary E. Trow, Georgie M. Clark, Clara P. Wardwell, Emma A. Child, Frances J. White. *Ungraded Class.* — Ruth C. Mills. *Janitor.* — William H. Johnson.

PRIMARY SCHOOLS.

RUTLAND-STREET SCHOOL.

Assistants. — Emma F. Gallagher, Delia L. Viles, Mabel E. Latta. *Janitor.* — Daniel H. Gill.

JOSHUA BATES SCHOOL, HARRISON AVENUE.

1st Asst. — Eva L. Munroe. *Assistants.* — Mary E. O'Brien, Miriam Sterne, Anna J. O'Brien, Sara Mock, Georgina E. McBride, Jennie M. Henderson. *Janitor.* — Charles F. Hartson.

KINDERGARTENS.

RUTLAND-STREET SCHOOL.

Principal. — Eleanor P. Gay. *Assistant.* — H. Maude Marshall.

JOSHUA BATES SCHOOL, HARRISON AVENUE.

Principal. — Ella T. Burgess. *Assistant.* — Jessie L. Johnson.

EVERETT SCHOOL. (GIRLS.)

West Northampton street.

Master. — Myron T. Pritchard. *1st Assts.* — Janet M. Bullard, Eliza M. Evert. *Assistants.* — Susan S. Foster, Emma F. Porter, Anna E. Grover, Abby C. Haslet, Margaret A. Nichols, Evelyn E. Morse, Sarah L. Adams, Minna L. Wentworth, Annie J. Reed, Emily T. Kelleher. *Ungraded Class.* — Ida B. Henderson. *Janitor.* — Edward Bannon.

PRIMARY SCHOOL.

WEST CONCORD-STREET SCHOOL.

1st Asst. — Eliza C. Gould. *Assistants.* — Adelaide B. Smith, Mary H. Downe, Alice E. Stevens, Estelle M. Williams, Florence A. Perry, Helen G. McElwain, Dora W. Rohlsen, Mary S. Murphy. *Janitor.* — Annie Harold.

KINDERGARTEN.

WEST CONCORD-STREET SCHOOL.

Principal. — Clara L. Hunting. *Assistant.* — Mabel F. Kemp.

FRANKLIN SCHOOL. (GIRLS.)

Ringgold street.

Master. — Granville B. Putnam. *1st Assts.* — Jennie S. Tower, Isabel M. Harmon. *Assistants.* — Margaret Crosby, P. Catharine Bradford, Octavia L. Cram, Abby A. Hayward, Annie G. Merrill, Lillian J. MacRae, Anna E. L. Parker, Sarah N. Macomber, Priscilla Whiton, Lillian S. Bourne, Ida M. Mitchell. *Ungraded Class.* — Isabel H. Wilson. *Janitor.* — John S. Krebs.

PRIMARY SCHOOLS.

COOK SCHOOL, GROTON STREET.

1st Asst. — Harriet M. Faxon. *Assistants.* — Affie T. Wier, Elizabeth E. Daily, Kate R. Hale. *Janitor.* — Mary A. Daly.

WAIT SCHOOL, SHAWMUT AVENUE.

1st Asst. — Josephine G. Whipple. *Assistants.* — Kate R. Gookin, Emma E. Allin, Clara J. Bates, Eva D. Pickering, Lillian Tishler, Etta M. Smith, Gabrielle Abbot. *Janitor.* — Henry Randolph.

KINDERGARTEN.

COOK SCHOOL, GROTON STREET.

Principal. — Lucy Kummer. *Assistant.* — Elizabeth Niel. *Principal.* — Mary T. Mears.

HYDE SCHOOL. (GIRLS.)

Hammond Street.

Master. — Silas C. Stone. *1st Assts.* — Esther H. Fletcher, Lucy L. Burgess. *Assistants.* — Alice G. Maguire, E. Elizabeth Boies, Jane Reid, Caroline K. Nickerson, Sarah R. Wentworth, Etta Yerden, Helen Perry, Ada M. Fitz, A. Maud Gilbert. *Ungraded Class.* — Alice T. Kelley. *Janitor,* — Thomas J. Kenney.

PRIMARY SCHOOL.

WESTON-STREET SCHOOL.

1st Asst. — Anna G. Fillebrown. *Assistants.* — Mary G. Murphy, Mary F. Cogswell, Louise A. Kelley, Rose A. Mitchell, Mary A. Higgins, Celia Bamber, Delia E. Cunningham. *Janitor.* — Patrick F. Higgins.

KINDERGARTEN.

HYDE SCHOOL, HAMMOND STREET.

Principal. — Caroline E. Carr. *Assistant.* — Edna W. Marsh.

SHERWIN SCHOOL. (Boys.)

Madison Square.

Master. — Francis A. Morse. *Sub-Masters.* — E. Emmons Grover, John F. Suckling. *1st Asst.* — Elizabeth B. Walton. *Assistants.* — Adella L. Baldwin, Mary B. Chaloner, Mary N. Regan, Mary F. Roome, Annie M. Trundy, Mary E. T. Healy, Nellie F. Brazer. *Janitor.* — Joseph G. Scott.

PRIMARY SCHOOLS.

SHERWIN SCHOOL.

1st Asst. — Emma L. Peterson. *Assistants.* — Sarah E. Gould, Nellie H. Crowell, Estella M. Hall. *Janitor.* — Joseph G. Scott.

IRA ALLEN SCHOOL, LEON STREET.

Assistants. — Abbie E. Ford, Elizabeth F. Todd, Oria J. Perry, Minnie A. Perry. *Janitor.* — Charles H. Stephan.

DAY'S CHAPEL.

Assistant. — Rose E. Conaty. *Janitor.* — John Cole.

KINDERGARTEN.

RUGGLES-STREET SCHOOL.

Principal. — Caroline E. Josselyn. *Assistant.* — Hetty B. Row.

SIXTH DIVISION.

BIGELOW SCHOOL. (Boys.)

Fourth, Corner of E Street, South Boston.

Master. — J. Gardner Bassett. *Sub-Masters.* — W. Lawrence Murphy, Carroll M. Austin. *1st Asst.* — Amelia B. Coe. *Assistants.* — Ellen Coe, Martha A. Goodrich, Eliza B. Haskell, Catharine H. Cook, Elizabeth M. Mann, Angeline S. Morse, Cara W. Hanscom, Mary Nichols, Sabina G. Sweeney, Josephine Crockett, Evelyn M. Howe, Malvena Tenney. *Janitor.* — Samuel P. Howard.

PRIMARY SCHOOLS.

HAWES-HALL SCHOOL, BROADWAY.

1st Asst. — Ann J. Lyon. *Assistants.* — Sarah D. McKissick, Mary L. Bright, Ella F. Fitzgerald, Margarette H. Price, Laura S. Russell, Mary L. Howard, Julia A. Rourke. *Janitor.* — Alexander Nelson.

SIMONDS SCHOOL, BROADWAY.

Assistants. — Annie S. McKissick, Julia G. Leary, Florence L. Spear. *Janitor.* — Alexander Nelson.

GASTON SCHOOL. (GIRLS.)

Fifth, Corner of L Street, South Boston.

Master. — Thomas H. Barnes. *1st Assts.* — Juliette R. Hayward, Sarah C. Winn. *Assistants.* — Carrie M. Kingman, Clara A. Sharp, Mary B. Barry, Ellen R. Wyman, Emogene F. Willett, Carrie A. Harlow, Emma M. Sibley, Josephine A. Powers, J. Adelaide Noonan, Lila Huckins, M. Isabel Harrington, Jennie G. Carmichael. *Janitor.* — Albion Elwell.

BENJAMIN POPE SCHOOL, O STREET.

Assistant. — Mary S. Laughton.

PRIMARY SCHOOL.

BENJAMIN POPE SCHOOL, O STREET.

1st Asst. — Ella R. Johnson. *Assistants.* — Katharine J. McMahan, Carrie W. Hady, Mary E. Dee, Lelia R. Hady, Isabella J. Murray, Louise E. Means. *Janitor.* — Charles H. Carr.

JOHN A. ANDREW SCHOOL. (BOYS AND GIRLS.)

Dorchester street, South Boston.

Master. — Joshua M. Dill. *Sub-Master.* — Edgar L. Raub. *1st Assts.* — Frank M. Weis, Emma M. Cleary. *Assistants.* — Mary E. Perkins, Mary L. Fitzgerald, Anna M. Edmonds, Alice T. Cornish, Sarah E. Connelly, Madeline P. Trask, Agnes M. Cochran, Bertha E. Miller, Anna M. Suhl, Olga A. F. Stegelmann, Alice E. Dacy. *Ungraded Class.* — Annie L. Clapp. *Janitor.* — Thomas Buckner.

PRIMARY SCHOOL.

TICKNOR SCHOOL, DORCHESTER STREET.

1st Asst. — Mary A. Jenkins. *Assistants.* — Sarah E. Ferry, Sarah E. Welch, Alice P. Howard, Alice L. Littlefield, Grace L. Tucker, Grace E. Holbrook, Helen M. Atwood, Emily F. Hodsdon, Annie M. Driscoll, Roxanna L. Johnston. *Janitor.* — Alexander McKinley.

KINDERGARTEN.

UNITY CHAPEL.

Principal. — Isabel B. Trainer. *Assistants.* — Susan M. Mayhew.

LAWRENCE SCHOOL. (BOYS.)

Corner of B and Third streets, South Boston.

Master. — Amos M. Leonard. *Sub-Masters.* — Augustus D. Small, George

S. Houghton. *1st Asst.* — Emma P. Hall. *Assistants.* — Charlotte L. Voigt, Agnes G. Gilfether, Isabella F. Crapo, Katherine Haushalter, Mary E. McMann, Mary A. Montague, Margaret A. Gleason, Mary A. Conroy, Elinor F. Buckley, Mary E. Denning. *Ungraded Class.* — Mary F. O'Brien. *Janitor.* — William F. Griffin.

MATHER SCHOOL, BROADWAY.

Assistant. — M. Louise Gillett. *Ungraded Class.* — Margaret J. Schenck. *Janitor.* — Thomas Boswell.

PRIMARY SCHOOLS.

MATHER SCHOOL, BROADWAY.

1st Asst. — Sarah E. Lakeman. *Assistants.* — Margaret M. Burns, Maud F. Crosby, Lena J. Crosby, Mary E. Flynn, Eva C. Morris. *Janitor.* — Thomas Boswell.

PARKMAN SCHOOL, SILVER STREET.

Assistants. — Elizabeth J. Andrews, Amelia McKenzie. *Janitor.* — Michael Murray.

HOWE SCHOOL, FIFTH, BETWEEN B AND C STREETS.

1st Asst. — Martha S. Damon. *Assistants.* — Emma Britt, Marie F. Keenan, Sarah M. Brown, Mary E. T. Shine, Henrietta Nichols, Sabina F. Kelley. *Janitor.* — Michael T. Reagan.

KINDERGARTENS.

HOWE SCHOOL, FIFTH STREET.

Principal. — Emilie F. Bethmann. *Assistant.* — Edith S. Emery.

MATHER SCHOOL, BROADWAY.

Principal. — Mary Wall. *Assistant.* — Elizabeth A. Belcher.

LINCOLN SCHOOL. (Boys.)

Broadway, near K street, South Boston.

Master. — Maurice P. White. *Sub-Masters.* — William E. Perry, Charles N. Bentley. *1st Asst.* — Martha F. Wright. *Assistants.* — Sarah A. Curran, Vodisa J. Comey, Louise A. Pieper, Hannah L. Manson, Josephine A. Simonton, Annie M. Mulcahy, Ellen A. McMahon, Florence O. Bean. *Ungraded Class.* — Hattie E. Sargent. *Janitor.* — Joseph S. Luther.

PRIMARY SCHOOLS.

TUCKERMAN SCHOOL, FOURTH STREET.

1st Asst. — Elizabeth M. Easton. *Assistants.* — Ellen V. Courtney, Mary A. Crosby, Anna E. Somes, Ella M. Kenniff, Mary F. Lindsay. *Janitor.* — A. D. Bickford.

CHOATE BURNHAM SCHOOL, WEST THIRD STREET.

1st Asst. — Laura L. Newhall. *Assistants.* — Eleanor F. Elton, Helen M. Canning, Kate A. Coolidge, Daisy E. Welch, Helen A. Emery. *Janitor.* — George L. Dacey.

KINDERGARTEN.

CHOATE BURNHAM SCHOOL, WEST THIRD STREET.

Principal. — Elizabeth E. Henchey. *Assistant.* — Ellen M. Pinkham.

NORCROSS SCHOOL. (GIRLS.)

Corner D and Fifth streets, South Boston.

Master. — Fred O. Ellis. *1st Assts.* — M. Elizabeth Lewis, Caroline Bernhard. *Assistants.* — Sarah A. Gallagher, Lillian K. Lewis, Juliette Smith, Emma L. Eaton, Mary R. Roberts, Mary E. Downing, Maria L. Nelson, Julia S. Dolan, Mary E. Bernhard, Emma F. Crane, Ellen T. Noonan. *Janitor.* — Samuel T. Jeffers.

PRIMARY SCHOOLS.

DRAKE SCHOOL, THIRD STREET.

1st Asst. — Eleanor J. Cashman. *Assistants.* — Fannie W. Hussey, Abbie C. Nickerson, Alice J. Meins, Kate E. Fitzgerald. *Janitor.* — Matthew Gilligan.

CYRUS ALGER SCHOOL, SEVENTH STREET.

1st Asst. — Ann E. Newell. *Assistants.* — Emma F. Gallagher, Harriet L. Rayne, Jennie A. Mullally, Alice W. Baker, Hannah L. McGlinchey. *Janitor.* — James M. Demeritt.

KINDERGARTEN.

CYRUS ALGER SCHOOL, SEVENTH STREET.

Principal. — Louise M. Davis.

SHURTLEFF SCHOOL. (GIRLS.)

Dorchester street, South Boston.

Master. — Henry C. Hardon. *1st Assts.* — Anna M. Penniman, Ellen E. Morse. *Assistants.* — Catherine A. Dwyer, Jane M. Bullard, Martha E. Morse, Winnifred C. Folan, Harriet S. Howes, Mary M. Clapp, Marion W. Rundlett, Anna L. Scallan, Ella G. Fitzgerald, Marguerite S. Clapp, Margaret L. Nolan. *Janitor.* — James Mitchell.

PRIMARY SCHOOL.

CLINCH SCHOOL, F STREET.

1st Asst. — Lucy A. Dunham. *Assistants.* — Alice G. Dolbeare, Mary E. Morse. Alice C. Ryan, Lillian M. Hall. *Janitor.* — Michael E. Brady.

KINDERGARTEN.

SHURTLEFF SCHOOL, DORCHESTER STREET.

Principal. — Josephine Gay. *Assistant.* — Edith C. Gleason.

THOMAS N. HART SCHOOL. (BOYS.)

H, corner of East Fifth street, South Boston.

Master. — John F. Dwight. *Sub-Master.* — John D. Philbrick. *1st Asst.* — Margaret J. Stewart. *Assistants.* — Jennie F. McKissick, Mary B. Powers, Emma J. Channell, Anastasia G. Hyde, L. Idalia Provan, Bertha Peirce, Florence Harlow, Carrie L. Prescott. *Janitor.* — Nathan Gray.

PRIMARY SCHOOLS.

THOMAS N. HART SCHOOL, H STREET.

Assistants. — Lura M. Power, Evelyn M. Condon.

CAPEN SCHOOL, COR. OF I AND SIXTH STREETS.

1st Asst. — Mary E. Powell. *Assistants.* — Laura J. Gerry, Mary E. Perkins, Ella M. Warner, Fannie G. Patten, S. Louella Sweeney. *Janitor.* — A. D. Bickford.

KINDERGARTEN.

THOMAS N. HART SCHOOL, H STREET.

Principal. — Frieda M. Bethmann. *Assistants.* — Clara G. Locke, Cora K. Pierce.

SEVENTH DIVISION.

COMINS SCHOOL. (BOYS AND GIRLS.)

Tremont, corner Terrace street, Roxbury.

Master. — William H. Martin. *Sub-Master.* — Thomas G. Rees. *1st Assts.* — Elinor W. Leavitt, Sarah E. Lovell. *Assistants.* — Elizabeth G. Phelps, Jane E. Gormley, Mary L. Williams, Mary E. Crosby, Margaret A. McGuire, Mary H. Brick, Alice A. Sanborn, Mary O'Connell. *Janitor.* — Michael Gallagher.

PRIMARY SCHOOL.

PHILLIPS-STREET SCHOOL.

1st Asst. — Anna R. McDonald. *Assistants.* — Elizabeth P. Brewer, Sarah E. Haskins, Sarah B. Bancroft, Sabina Egan, Marcella M. Ryan. *Janitor.* — Thomas F. Whalen.

KINDERGARTENS.

COTTAGE-PLACE SCHOOL.

Principal. — Annie S. Burpee. *Assistant.* — Fannie W. Bacon.

SMITH-STREET SCHOOL.

Principal. — Gertrude A. Rausch. *Assistant.* — Margaret E. White.

DEARBORN SCHOOL. (BOYS AND GIRLS.)

Dearborn place, near Eustis street, Roxbury.

Master. — Charles F. King. *Sub-Master.* — Alanson H. Mayers. *1st Assts.* Lily B. Atherton, Philena W. Rounseville. *Assistants.* — Martha D. Chapman, Abby E. Flagg, Anne M. Backup, Lizzie M. Wood, Mary F. Walsh, Abby W. Sullivan, Lizzie M. Hersey, Helen Doherty, Sarah A. Driscoll, Abbie G. Abbott, Lillian A. Wiswell. *Ungraded Class.* — Katharine A. Regan. *Janitor.* — Michael J. Lally.

PRIMARY SCHOOLS.

YEOMAN-STREET SCHOOL.

1st Asst. — Mary A. P. Cross. *Assistants.* — Ellen M. Oliver, Mary L. Gaylord, Alice W. Peaslee, Mary E. Nason, Ada L. McKean, Louise D. Gage, Kate A. Nason, Katharine O'Brien, Florence M. DeMerritt. *Janitor.* — William H. Bowman.

EUSTIS-STREET SCHOOL.

Assistants. — Mary F. Neale, M. Agnes Murphy, Mary K. Wallace, Emma L. Merrill. *Janitor.* — Spencer E. Seales.

MOUNT PLEASANT-AVENUE SCHOOL.

Assistants. — Adaline Beal, Eloise B. Walcott. *Janitor.* — John J. Dignon.

KINDERGARTEN.

YEOMAN-STREET SCHOOL.

Principal. — Mary T. Hale. *Assistant.* — Mabel M. Winslow.

DILLAWAY SCHOOL. (GIRLS.)

Kenilworth street, Roxbury.

Principal. — Sarah J. Baker. *1st Assts.* — Elizabeth M. Blackburn, Annie L. Bennett. *Assistants.* — Helen C. Mills, Phebe H. Simpson, Abby M. Clark, Cordelia G. Torrey, Lucia A. Ferguson, Eliza Brown, Susan H. McKenna, Florence H. Griffin, Emma E. Long, Mary L. Gore, Carolena C. Richards, Annie E. Mahan. *Janitor.* — Luke Riley.

PRIMARY SCHOOLS.

BARTLETT-STREET SCHOOL.

1st Asst. — Anna M. Balch. *Assistants.* — Anna M. Stone, Agnes A. Watson, Celia A. Scribner, Elizabeth Palmer. *Janitor.* — John Schromm.

ABBY W. MAY SCHOOL, THORNTON STREET.

1st Asst. — Mary L. Shepard. *Assistants.* — Elizabeth A. O'Neil, Ellen A. Scollin, Edith Rose, Theresa B. Finneran. *Janitor.* — Charles F. Travis.

KINDERGARTENS.

KENILWORTH-STREET SCHOOL.

Principal. — Florence A. Fitzsimmons. *Assistant.* — Martha E. Melchert.

ABBY W. MAY SCHOOL, THORNTON STREET.

Principal. — Elizabeth C. Barry. *Assistant.* — Sarah H. Williams.

DUDLEY SCHOOL. (Boys.)

Corner of Dudley and Putnam streets, Roxbury.

Master. — Leverett M. Chase. *Sub-Masters.* — Augustine L. Rafter, William L. Phinney. *1st Asst.* — Alice E. Farrington. *Assistants.* —

Harriet E. Davenport, Mary H. Cashman, Marie E. Wood, Catharine M. McGinley, Margaret T. Dooley, Ida S. Hammerle, M. Alice Kimball, Frances Zirngiebel, Adah F. Whitney. *Ungraded Classes.* — Abby S. Nichols, Ella M. Hersey. *Janitor.* — Jonas Pierce.

PRIMARY SCHOOLS.

VERNON-STREET SCHOOL.

1st Asst. — Alice L. Williams. *Assistants.* — Ingemisca G. Weyse, Lucy G. M. Card, Mary I. Chamberlin, L. Adelaide Colligan, Mary A. Brennan. *Janitor.* — Mrs. Kelley.

ROXBURY-STREET SCHOOL.

1st Asst. — Helen P. Hall. *Assistants.* — Kate F. Lyons, Delia T. Killion, Hattie A. Littlefield, Sarah E. Rumrill, Lizzie F. Johnson, Ella M. Seaverns. *Janitor.* — M. W. Kendrick.

KINDERGARTEN.

ROXBURY-STREET SCHOOL.

Principal. — Ellen M. Fiske. *Assistant.* — Kate F. Crosby.

GEORGE PUTNAM SCHOOL. (BOYS AND GIRLS.)

Columbus Avenue, Roxbury.

Master. — Henry L. Clapp. *Sub-Master.* — William L. Bates. *1st Asst.* — Katharine W. Huston. *Assistants.* — Maria F. Bray, Ellen E. Leach, Blanche A. Morrill, Emma R. Gragg, Carrie A. Colton, Annie G. Ellis. *Janitor.* — Luke Kelley.

WILLIAMS SCHOOL, HOMESTEAD STREET.

Assistant. — Mary B. Tenney.

PRIMARY SCHOOLS.

GEORGE PUTNAM SCHOOL, COLUMBUS AVENUE.

Assistants. — Amoritta E. Esilman, Mabel L. Brown, Orphise A. Morand, Mary A. Gove.

WILLIAMS SCHOOL, HOMESTEAD STREET.

Assistants. — Julia H. Cram, Rosanna L. Rock, Ella J. Brown. *Janitor.* — Luke Kelley.

KINDERGARTEN.

7 BYRON COURT.

Principal. — M. Elizabeth Watson. *Assistant.* — Katharine H. Perry.

HUGH O'BRIEN SCHOOL. (BOYS AND GIRLS.)

Corner of Dudley and Langdon streets, Roxbury.

Master. — John R. Morse. *Sub-Master.* — Abram T. Smith. *1st Assts.* — L. Anna Dudley, Margaret Holmes. *Assistants.* — Helen M. Hills, Helen F. Brigham, Sarah W. Loker, Maria L. Mace, Esther E. McGrath, Mary J. Mohan, Esther M. Meserve, Ellen F. Hagerty, Evangeline Clark, M. Jennie Moore, Sarah H. Hosmer, Mary W. Currier, Elizabeth F. Pinkham. *Janitor.* — Thomas J. Gill.

PRIMARY SCHOOLS.

GEORGE-STREET SCHOOL.

1st Asst. — Emily M. Pevear. *Assistants.* — Abby S. Oliver, Florence C. Gordon, Anna W. Clark, Bridget E. Scanlan, Alice G. Russell. *Janitor.* — James M. Simonds.

HOWARD-AVENUE SCHOOL.

1st Asst. — Elizabeth R. Wallis. *Assistants.* — Annie W. Ford, Florence Cahill, Ethelyn L. Jameson, Mary F. McDonald, Matilda Mitchell, Isabella L. Bissett, Mary E. McCarty. *Janitor.* — Samuel S. McLennan.

KINDERGARTEN.

GEORGE-STREET SCHOOL.

Principal. — Alice S. Brown. *Assistant.* — Edith L. Phelan.

LEWIS SCHOOL. (BOYS AND GIRLS.)

Corner of Dale and Sherman streets, Roxbury.

Master. — William L. P. Boardman. *Sub-Master.* — Henry B. Hall. *1st Assts.* — Alice O'Neil, Ellen M. Murphy. *Assistants.* — Mary H. Thompson, Gertrude H. Lakin, Grace M. Clark, Martha C. Gerry, Kate M. Groll, Anna F. Bayley, Mary E. Howard, Grace L. Sherry, Mary L. Green. *Janitor.* — James A. Howe.

QUINCY-STREET SCHOOL.

1st Asst. — Allan L. Sedley. *Assistants.* — Annie A. Maguire, Abigail A. Scannell.

PRIMARY SCHOOLS.

WINTHROP-STREET SCHOOL.

Assistants. — Frances N. Brooks, Mary E. Deane, Edith A. Willey, Alice M. Sibley. *Janitor.* — John J. Dignon.

QUINCY-STREET SCHOOL.

Assistants. — Almira B. Russell, Helen Crombie, Isabel Thacher, Blanche L. Ormsby, Mary H. Burgess. *Janitor.* — Henry C. Hunneman.

MONROE-STREET SCHOOL.

Assistants. — Anna A. Groll, Caroline F. Seaver. *Janitor.* — Mr. Kirby.

KINDERGARTEN.

QUINCY-STREET SCHOOL.

Principal. — Bertha F. Cushman. *Assistant.* — Almeda A. Holmes.

MARTIN SCHOOL. (BOYS AND GIRLS.)

Corner Huntington avenue and Worthington street.

Master. — Edward P. Sherburne. *Sub-Master.* — George W. Ransom. *1st Asst.* — Emily F. Carpenter. *Assistants.* — Emma E. Lawrence, Isabel M. Wier, Mary V. Gormley, Charlotte P. Williams, Grace C. Dillon, Jane F. Gilligan. *Ungraded Class.* — Sarah W. Moulton. *Janitor.* — Thomas M. Houghton.

PRIMARY SCHOOL.

MARTIN SCHOOL, HUNTINGTON AVENUE.

Assistants. — Fannie D. Lane, Alicia F. McDonald, Lena L. Carpenter, Alice B. Fuller, Katherine Boyd.

KINDERGARTEN.

MARTIN SCHOOL, HUNTINGTON AVENUE.

Principal — Lillian B. Poor. *Assistant.* — Annie J. Eaton.

EIGHTH DIVISION.

AGASSIZ SCHOOL. (Boys.)

Brewer and Burroughs streets, Jamaica Plain.

Master. — John T. Gibson. *Sub-Masters.* — Arthur Stanley, Joshua Q. Litchfield. *1st Asst.* — Mary A. Gott. *Assistants.* — Alice B. White, Alice Nowland, Mary E. Stuart, Mary A. Cooke, Clara I. Metcalf, Clara J. Reynolds, Annie C. Gallup, Caroline N. Poole, Sarah A. Moody. *Janitor.* — George A. Cottrell.

WASHINGTON-STREET SCHOOL.

Assistant. — Josephine A. Slayton.

PRIMARY SCHOOLS.

AGASSIZ SCHOOL, BURROUGHS STREET. (*Old building.*)

1st Asst. — Caroline D. Putnam. *Assistants.* — Mary H. McCready, Annie C. Gott, Emma M. Smith. *Janitor.* — George A. Cottrell.

WASHINGTON-STREET SCHOOL.

Assistant. — Annie V. Lynch. *Janitor.* — Kate Morrissey.

KINDERGARTEN.

AGASSIZ SCHOOL, BURROUGHS STREET. (*Old building.*)

Principal. — Gertrude L. Kemp. *Assistant.* — Helen B. Foster.

BENNETT SCHOOL. (BOYS AND GIRLS.)

Chestnut Hill avenue, Brighton.

Master. — Henry L. Sawyer. *Sub-Masters.* — Charles F. Merrick, James H. Burdett. *1st Asst.* — Melissa Abbott. *Assistants.* — F. Maud Joy, E. May Hastings, Clara L. Harrington, Annie R. Cox, Katherine McNamara, Edith H. Jones, Rose S. Havey, Annie M. Stickney. *Janitor.* — John W. Remmonds.

PRIMARY SCHOOLS.

WINSHIP SCHOOL, DIGHTON PLACE.

Assistants. — Charlotte Adams, Frances W. Currier, Anna L. Hooker, Emma P. Dana. *Janitor.* — John W. Remmonds.

OAK-SQUARE SCHOOL.

Assistant. — Anne Neville. *Janitor.* — Jeremiah Shaw.

UNION-STREET SCHOOL.

Assistant. — Margaret I. Scollans. *Janitor.* — Walter B. Durgin.

HOBART-STREET SCHOOL.

Assistant. — Leslie D. Hooper. *Janitor.* — Joseph A. Crossman.

KINDERGARTEN.

UNION-STREET SCHOOL.

Principal. — Kate A. Dunklee. *Assistant.* — Lilian Hooper.

BOWDITCH SCHOOL. (GIRLS.)

Green street, Jamaica Plain.

Master. — Edward W. Schuerch. *1st Assts.* — Amy Hutchins, Elizabeth G. Melcher. *Assistants.* — Nellie I. Lapham, Alice M. Robinson, Alice B. Stephenson, Elizabeth L. Stodder, Cora B. Mudge, Delia U. Chapman, Emily H. Maxwell, Mary A. M. Papineau. *Ungraded Class.* — Lucy M. Bruhn. *Janitor.* — S. S. Marison.

PRIMARY SCHOOLS.

MARGARET FULLER SCHOOL, GLEN ROAD.

Assistants. — E. Augusta Randall, Ellen E. Foster, Olive A. Wallis, Mary E. McDonald. *Janitor.* — Charles W. Robinson.

HILLSIDE SCHOOL.

1st Asst. — Margaret E. Winton. *Assistants.* — Mary E. Whitney, Alice Greene, Martha T. Howes. *Janitor.* — S. S. Marison.

CHESTNUT-AVENUE SCHOOL.

Assistants. — Sarah P. Blackburn, Mary J. Capen. *Janitor.* — Thomas Alchin.

KINDERGARTENS.

MARGARET FULLER SCHOOL, GLEN ROAD.

Principal. — Anna E. Marble. *Assistant.* — Sarah A. James.

HILLSIDE SCHOOL.

Assistant. — E. Elizabeth Brown.

CHARLES SUMNER SCHOOL. (BOYS AND GIRLS.)

Ashland street, Roslindale.

Master. — Frederic H. Ripley. *Sub-Master.* — Loea P. Howard. *1st Assts.* — Charlotte B. Hall, Angeline P. Nutter. *Assistants.* — Elvira L. Austin, Alice M. Barton, Mary E. Lynch, Ida M. Dyer, Ellen J. Kiggen, Rose E. Keenan, Margaret F. Marden, C. Emma Lincoln. *Janitor.* — William L. Lovejoy.

STEPHEN M. WELD SCHOOL, CORNER ROWE AND SHARON STREETS.

Assistants. — Esther M. Davies, Josie E. Evans. *Janitor.* — Henry P. Meyers.

WISE HALL SCHOOL, SOUTH STREET.

Assistants. — Emma Burrows, M. Alice Jackson. *Janitor.* — Frank Spinney

WISE-BUILDING SCHOOL, POPLAR STREET.

Assistants. — Mary A. Twombly, Rachel U. Cornwell. *Janitor.* — Henry P. Meyers.

PHINEAS BATES SCHOOL, BEECH STREET.

Assistants. — Jennie A. Owens, Helen E. Chandler.

PRIMARY SCHOOLS.

FLORENCE-STREET SCHOOL.

1st Asst. — Katharine M. Coulahan. *Assistants.* — S. Louise Durant, Winifred Williams, Dora M. Leonard, Martha W. Hanley, Mary G. Kelley. *Janitor.* — Frank Spinney.

CANTERBURY-STREET SCHOOL.

Assistants. — Elizabeth Kiggen, Mary E. Roome. *Janitor.* — Ellen Norton.

STEPHEN M. WELD SCHOOL, CORNER ROWE AND SHARON STREETS.

1st Asst. — Anna M. Leach. *Assistants.* — Maude C. Hartnett, Louise M. Cottle.

PHINEAS BATES SCHOOL, BEECH STREET.

Assistant. — Rebekah C. Riley. *Janitor.* — F. W. Brauer.

SOUTH-STREET SCHOOL.

Assistant. — Elizabeth A. Breivogel. *Janitor.* — William A. Shattuck.

KINDERGARTENS.

WISE HALL. SOUTH STREET.

Principal. — Sarah L. Marshall. *Assistant.* — Ida P. Wait.

STEPHEN M. WELD SCHOOL, CORNER ROWE AND SHARON STREETS.

Principal. — Isabel C. French. *Assistant.* — Celeste B. Cooper.

LOWELL SCHOOL. (BOYS AND GIRLS.)

310 Centre street, Roxbury.

Master. — Daniel W. Jones. *Sub-Master.* — Edward J. Cox. *1st Assts.* — Eliza C. Fisher, Anna L. Hudson. *Assistants.* — Mary E. Morse, Cora F. Sanborn, Charles E. Harris, Rebecca Coulter, O. Augusta Welch, Mary F. Cummings, Helen C. Laughlin, Susan E. Chapman, Ellen M. Farrell, Mary E. Healey, Mary W. Howard, Sarah A. Lyons, Annie W. Leonard, Mary E. Clapp, Mary J. Fitzsimmons, Alice A. Batchelor. *Janitor.* — Frank L. Harris.

PRIMARY SCHOOLS.

LUCRETIA CROCKER SCHOOL, PARKER STREET.

1st Asst. — Flora J. Perry. *Assistants.* — Marguerite G. Brett, Lillian G. Greene, Lillian S. Hilton, Jane J. Wood, Catherine T. Sullivan. *Janitor.* — Thomas M. Hogan.

WYMAN SCHOOL, WYMAN STREET.

1st Asst. — Caroline F. Cutler. *Assistants.* — Jessie K. Hampton, Mary C. Crowley, Fannie B. Wilson, Clara I. Stevens, Georgia L. Hilton. *Janitor.* — Thomas Alchin.

HEATH-STREET SCHOOL.

Assistants. — Ella F. Howland, Ellen C. McDermott. *Janitor.* — Catherine H. Norton.

KINDERGARTEN.

CENTRE-STREET SCHOOL.

Principal. — Ida E. McElwain. *Assistant.* — Lila C. Fisher.

ROBERT G. SHAW SCHOOL. (BOYS AND GIRLS.)

Hastings street, West Roxbury.

Master. — William E. C. Rich. *1st Asst.* — Emily M. Porter. *Assistants.* — Frances R. Newcomb, Marian A. McIntire, May A. Underhill, Mary C. Richards, Helen S. Henry. *Janitor.* — Owen Woods.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

1st Asst. — Achsa M. Merrill.

PRIMARY SCHOOLS.

MT. VERNON-STREET SCHOOL.

Assistants. — Mary C. Moller, Florence I. Reddy, Mary Butler. *Janitor.* — Owen Woods.

BAKER-STREET SCHOOL.

Assistant. — Frances A. Griffin. *Janitor.* — William J. Noon.

WASHINGTON-STREET SCHOOL, GERMANTOWN.

Assistant. — Anna R. French. *Janitor.* — Minnie L. Karcher.

KINDERGARTEN.

ROBERT G. SHAW SCHOOL, HASTINGS STREET.

Principal. — Leila A. Flagg.

WASHINGTON ALLSTON SCHOOL. (BOYS AND GIRLS.)

Cambridge street, Allston.

Master. — George W. M. Hall. *Sub-Master.* — William C. Crawford.
1st Assts. — Marion Keith, Alice A. Swett. *Assistants.* — Annie E. Bancroft, Jessie W. Kelly, Sara F. Boynton, Mary F. Child, Arvilla T. Harvey, Eliza F. Blacker, Marguerite L. Lillis, Gertrude M. Bent, Elizabeth C. Muldoon, Margaret C. Hunt, Mabel A. Spooner, Ida F. Taylor. *Janitor.* — Charles McLaughlin.

WILLIAM WIRT WARREN SCHOOL, WAVERLY STREET.

Sub-Master. — Alexander Pearson. *Assistants.* — Helena F. Leary, Emily C. Brown, Mary E. O'Neill, Lydia E. Stevenson. *Janitor.* — Francis Rogers.

PRIMARY SCHOOLS.

HARVARD SCHOOL, NORTH HARVARD STREET.

Assistants. — Clara B. Hooker, Adelaide C. Williams Grace E. Nickerson, Elsie L. Travis. *Janitor.* — Charles McLaughlin.

AUBURN SCHOOL, SCHOOL STREET.

Assistants. — Ella L. Chittenden, Leona J. Sheehan, Ruby A. Johnson, Lillian S. Allen. *Janitor.* — Francis Rogers.

WEBSTER SCHOOL, WEBSTER PLACE.

Assistants. — Emma F. Martin, Anna N. Brock, Edith S. Wyman, Helen E. Raymond. *Janitor.* — Otis D. Wilde.

EVERETT SCHOOL, BRENTWOOD STREET.

Assistant. — Agnes A. Aubin. *Janitor.* — Margaret Kelly.

KINDERGARTEN.

EVERETT SCHOOL, BRENTWOOD STREET.

Assistant. — Helen L. Duncklee.

NINTH DIVISION.

CHRISTOPHER GIBSON SCHOOL. (BOYS AND GIRLS.)

Bowdoin avenue, Dorchester.

Master. — William E. Endicott. *1st Assts.* — Ida L. Boyden, Charlotte E. Andrews. *Assistants.* — Catherine F. Byrne, Joanna G. Keenan, E. Gertrude Dudley, Annie H. Pitts, Alice C. Chesley, Ethel P. West, Flora E. Billings, Emily A. Evans, Edith M. Keith, E. Leora Pratt. *Janitor.* — Winthrop B. Robinson.

OLD GIBSON BUILDING, SCHOOL STREET.

PRIMARY SCHOOLS.

SCHOOL-STREET BUILDING.

1st Asst. — E. Louise Brown. *Assistants.* — Feroline W. Fox, Ellen A. Brown, Mary A. Cussen, Bessie C. Jones. *Janitor.* — James A. Hanlon.

ATHERTON BUILDING, COLUMBIA STREET.

Assistants. — Rose E. A. Redding, Annie E. Emery. *Janitor.* — Thomas Shattuck.

GLENWAY SCHOOL, NEAR BLUE HILL AVENUE.

Assistant. — Grace Hall. *Janitor.* — Margaret Kelley.

KINDERGARTENS.

ATHERTON BUILDING, COLUMBIA STREET.

Principal. — Milla H. Temple.

SCHOOL-STREET SCHOOL.

Principal. — Kate S. Gunn. *Assistant.* — Alice Fobes.

EDWARD EVERETT SCHOOL. (BOYS AND GIRLS.)

Sumner street, Dorchester.

Master. — Henry B. Miner. *Sub-Master.* — George M. Fellows. *1st Assts.* — Mary F. Thompson, Henrietta A. Hill. *Assistants.* — Emma M. Savil, Clara J. Doane, Hildegard Fick, Alice E. Aldrich, Mary A. Whelan, Anna M. Foster, Harriet A. Darling, L. Cora Morse. *Janitor.* — George L. Chessman.

PRIMARY SCHOOLS.

EDWARD EVERETT SCHOOL, SUMNER STREET. (*Old building.*)

1st Asst. — Florence N. Sloane. *Assistants.* — Florence A. Goodfellow, Fannie Frizzell, Katharine Wark. *Janitor.* — George L. Chessman.

SAVIN HILL SCHOOL, SAVIN HILL AVENUE.

Assistants. — Lucy G. Flusk, C. Margaret Browne. *Janitor.* — Henry Randolph.

GILBERT STUART SCHOOL. (BOYS AND GIRLS.)

Richmond street, Lower Mills.

Master. — Edward M. Lancaster. *Sub-Master.* — Edwin F. Kimball. *1st Asst.* — Elizabeth H. Page. *Assistants.* — Caroline F. Melville, Janet B. Halliday, Elizabeth B. Wetherbee, Anna M. McMahon, Cornelia M. Colamore. *Janitor.* — Asa C. Hawes.

PRIMARY SCHOOLS.

STOUGHTON SCHOOL, RIVER STREET.

Assistants. — Carrie M. Watson, Esther S. Brooks, H. Adelaide Sullivan, Mary M. Dacey. *Janitor.* — Asa C. Hawes.

ADAMS-STREET SCHOOL.

Assistant. — Edith M. Martine. *Janitor.* — Ellen James.

KINDERGARTEN.

STOUGHTON SCHOOL, RIVER STREET.

Principal. — Alice D. Hall. *Assistant.* — Julia E. Hall.

HARRIS SCHOOL. (BOYS AND GIRLS.)

Corner of Adams and Mill streets Dorchester.

Master. — N. Hosea Whitemore. *Sub-Master.* — Frederick L. Owen. *1st Asst.* — L. Gertrude Howes. *Assistants.* — Charlotte A. Powell, Anna E. Leahy, Margaret C. Schouler, Cora I. Young, Mary F. McMorrow. *Un-graded Class.* — Annetta F. Armes. *Janitor.* — John Buckpitt.

DORCHESTER-AVENUE SCHOOL.

Assistant. — Annie B. Drowne.

PRIMARY SCHOOLS.

HARRIS SCHOOL, ADAMS STREET.

Assistants. — Jane T. Cook, Ida K. McGiffert, Mary E. Wilbar.

DORCHESTER-AVENUE SCHOOL.

Assistants. — Mary Waterman, Bertha F. Cudworth, Louise Robinson. *Janitor.* — John Buckpitt.

HENRY L. PIERCE SCHOOL. (BOYS AND GIRLS.)

Washington street, cor. of Welles avenue, Dorchester.

Master. — Horace W. Warren. *Sub-Master.* — Charles C. Haines. *1st Assts.* — Mary E. Mann, Orris L. Beverage. *Assistants.* — Elizabeth C. Estey, Lucina Dunbar, Helen A. Woods, Anna S. Coffey, Elizabeth L. B. Stearns, Anna G. Wells, Mary L. Merrick, Anna K. Barry, Mary A. Crafts, Ella F. Carr, Eliza T. Ransom. *Janitor.* — Timothy Donahoe.

PRIMARY SCHOOLS.

Thetford, corner of Evans street.

Assistants. — Mary E. Nichols, Louise L. Carr, Florence C. Pond, Keziah J. Anslow, Alice B. Cherrington. *Janitor.* — A. Benson Rowe.

BAILEY-STREET SCHOOL.

Assistants. — Anna B. Badlam, Flora C. Woodman, Helen F. Burgess. *Janitor.* — A. Benson Rowe.

KINDERGARTEN.

BAILEY-STREET SCHOOL.

Principal. — Minnie G. Abbott. *Assistant.* — Mary B. Pope.

MATHER SCHOOL. (BOYS AND GIRLS.)

Meeting-House Hill, Dorchester.

Master. — Edward Southworth. *Sub-Master.* — Arthur A. Lincoln. *1st Assts.* — J. Annie Bense, Marietta S. Murch. *Assistants.* — Carrie F. Parker, Mary B. Corr, Jennie E. Phinney, Isabel W. Davis, Clara G. Hinds, Mary H. Knight, Fannie Fox, Lucy J. Dunnels, M. Esther Drake. *Janitor.* — Benjamin C. Bird.

LYCEUM HALL, MEETING-HOUSE HILL.

Sub-Master. — George A. Smith. *Assistants.* — Helen E. Hobbs, Eva C. Fairbrother, Alice G. Williams. *Ungraded Class.* — Anna E. Hoss.

PRIMARY SCHOOLS.

OLD MATHER SCHOOL, MEETING-HOUSE HILL.

1st Asst. — Clara A. Jordan. *Assistants.* — Ruth E. Browne, Lena Le V. Dutton, Lillian B. Blackmer, Grace O. Allen, Elizabeth M. Grant. *Janitor.* — Benjamin C. Bird.

LYCEUM HALL, MEETING-HOUSE HILL.

Assistants. — Ella L. Howe, Bertha E. Dennis. *Janitor.* — Cyrus Grover.

TEMPORARY BUILDING, MEETING-HOUSE HILL.

Assistant. — Elizabeth Donaldson.

WARD-ROOM.

Assistant. — Florence E. Griffith.

QUINCY-STREET SCHOOL.

Assistants. — Florence J. Bigelow, Alice L. Reinhard. *Janitor.* — Mary Leary.

KINDERGARTEN.

KETTELL BUILDING.

Principal. — Julia F. Baker. *Assistant.* — Sara K. Savary.

MINOT SCHOOL. (BOYS AND GIRLS.)

Neponset avenue, Dorchester.

Master. — F. Morton King. *1st Asst.* — Gertrude P. Davis. *Assistants* — Katherine M. Adams, Mary E. Glidden, Sophia W. French, Mary E. Palmer, Etta F. Shattuck, Annie H. Gardner. *Janitor.* — George P. Phillips.

PRIMARY SCHOOL.

WALNUT-STREET SCHOOL.

Assistants. — Harriet B. Hight, A. Isabelle Macarthy, Annie T. Kelley, Amy K. Pickett. *Janitor.* — George P. Phillips.

KINDERGARTEN.

WALNUT-STREET SCHOOL.

Principal. — Mary B. Morse. *Assistant.* — Sarah T. Whitmarsh.

ROGER CLAP SCHOOL. (BOYS AND GIRLS.)

Harvest street, Dorchester.

Master. — Edwin T. Horne. *Sub-Master* — Murray H. Ballou. *1st Asst.* — Nellie J. Breed. *Assistants.* — Williamina Birse, Myra E. Wilson, Mary E. Irwin, Sarah T. Driscoll, Josephine A. Martin. *Janitor.* — Joseph W. Batchelder.

PRIMARY SCHOOLS.

ROGER CLAP SCHOOL, HARVEST STREET.

Assistants. — Minnie E. G. Price, M. Alice Sullivan, Alice B. Hennessey. *Janitor.* — Joseph W. Batchelder.

HARBOR VIEW-STREET SCHOOL.

Assistants. — Cora L. Etheridge, Caroline D. Bere, Mary G. Ellis, Charlotte K. Holmes. *Janitor.* — Nathaniel H. Hall.

TILESTON SCHOOL. (BOYS AND GIRLS.)

Norfolk street, Mattapan.

Master. — Hiram M. George. *1st Asst.* — Ida T. Weeks. *Assistants.* — Martha A. Baker, Emeline W. Ripley, Clara A. Emerton. *Janitor.* — Peter Cook.

MORTON-STREET SCHOOL.

Assistants. — Harriet M. Gould, Alice M. Ryan.

PRIMARY SCHOOLS.

TILESTON SCHOOL, NORFOLK STREET.

Assistants. — Louisa W. Burgess, Katherine C. Merrick.

MORTON-STREET SCHOOL.

Assistants. — Emma L. Samuels, Emma L. Baker. *Janitor.* — Napoleon B. Whittier.

DIRECTORS AND SPECIAL INSTRUCTORS.

DRAWING.

Director. — J. Frederick Hopkins. *Assistants.* — Henry W. Poor, Henry Hitchings.

PHYSICAL TRAINING.

Director. — Edward M. Hartwell. *Assistant.* — Hartvig Nissen.

MODERN LANGUAGES.

Assistants. — Henri Morand, J. Frederick Stein, Jacob Lehmann.

KINDERGARTENS.

Director. — Laura Fisher.

INSTRUCTORS OF MUSIC.

Henry G. Carey. Latin and High Schools.

Hosea E. Holt. Normal, Rice, Bunker Hill, Frothingham, Harvard, Prescott, Warren, Bowdoin, Eliot, Hancock, Quincy, Winthrop, Gaston, Lincoln, Norcross, Thomas N. Hart Schools.

James M. McLaughlin. Brimmer, Comins, Dearborn, Dillaway, Dudley, George Putnam, Hugh O'Brien, Lewis, Lowell, Martin, Agassiz, Bennett, Bowditch, Charles Sumner, Robert G. Shaw Schools.

Leonard B. Marshall. Prince, Dwight, Everett, Franklin, Hyde, Sherwin, Washington Allston, Christopher Gibson, Edward Everett, Gilbert Stuart, Harris, Henry L. Pierce, Mather, Minot, Roger Clap, Tileston Schools.

Assistant Instructors of Music.

Sarah C. Carney, Rose A. Carrigan, Susan H. Hall, Laura F. Taylor.

INSTRUCTOR OF MILITARY DRILL.

¹ Joseph T. Paget, ² E. M. Weaver, Jr. Charles H. Reardon, *Armorer.*

INSTRUCTORS OF SEWING.

Catharine L. Bigelow. Bowdoin and Prince Schools.

Mrs. Sarah J. Bray. Harvard and Frothingham Schools.

Mrs. Annie E. Brazer. Lowell School.

Mrs. Harriet E. Browne. Henry L. Pierce School.

¹ Died May 10, 1897.

² Elected Oct. 12, 1897.

Helen L. Burton. Lewis and Christopher Gibson Schools.
 Mrs. Catherine J. Cadogan. Norcross School.
 Kate A. Clare. Hancock School.
 Mrs. Susan M. Cousens. Chapman School.
 Isabella Cumming. Winthrop School.
 Mrs. Kate A. Doherty. Hancock School.
 Clara L. Dorr. Wells School.
 M. Lillian Dunbar. Shurtleff School.
 Martha F. French. Horace Mann and Harris Schools.
 Helen E. Hapgood. George Putnam School.
 Mrs. Olive C. Hapgood. Bowditch School.
 Mrs. Mary E. Jacobs. Dearborn and Hugh O'Brien Schools.
 Margaret A. Kelley. Hyde School.
 Elizabeth S. Kenna. John A. Andrew School.
 Annie F. Marlowe. Emerson School.
 Mary J. McEntyre. Norcross School.
 Annie S. Meserve. Everett School.
 Sarah H. Norman. Comins and Winthrop Schools.
 Mary E. Patterson. Gaston School.
 Esther C. Povah. Adams and Tileston Schools.
 Mrs. Elizabeth A. Power. Bennett and Chapman Schools.
 Ellen E. Power. Lyman School.
 Mrs. Julia A. Skilton. Bunker Hill and Warren Schools.
 Mary L. Spencer. Agassiz and Robert G. Shaw Schools.
 Mrs. Sarah A. Stall. Washington Allston School.
 Lizzie A. Thomas. Franklin School.
 Mrs. Emma A. Waterhouse. Dillaway School.
 Emma G. Welch. Mather School.
 Ella Whiting. Edward Everett and Prescott Schools.
 Ellen M. Wills. Charles Sumner and Robert G. Shaw Schools.
 Esther L. Young. Martin School.

SPECIAL SCHOOLS.

HORACE MANN SCHOOL FOR THE DEAF.

Newbury street.

Principal. — Sarah Fuller. *Asst. Principal.* — Ella C. Jordan. *Assts.*
 — Kate D. Williams, Mary F. Bigelow, Sarah A. Jordan, Elsa L. Hobart,
 Florence E. Leadbetter, Ida H. Adams, Sally B. Tripp, Kate F. Hobart,
 Mabel E. Adams, Josephine L. Goddard, Martha C. Kincaid. *Janitor.* —
 James Hamilton. *Asst. Janitors.* — Flora H. Frizzell, Josephine M. Tirrell

MANUAL TRAINING SCHOOLS.

There are twenty Manual Training Schools, located as follows: *East Boston*. — Lyman School, Paris street. *Boston*. — Pierpont School, Hudson street; Primary School, Appleton street; Dwight School, W. Springfield street. *Roxbury*. — Old High School building, Kenilworth street (two rooms); Primary School, Phillips street. *South Boston*. — E street. *Dorchester*. — Lyceum Hall, Meeting-House Hill; Henry L. Pierce School, Washington street; Tileston School, Norfolk street, Mattapan; Christopher Gibson School, Mt. Bowdoin avenue; Gilbert Stuart School, Richmond street. *Jamaica Plain*. — Eliot School, Trustee Building, Eliot street; Agassiz School, Brewer street. *West Roxbury*. — Robert G. Shaw School, Hastings street. *Allston*. — Washington Allston School, Cambridge street. *Brighton*. — Bennett School, Chestnut Hill avenue. *Charlestown*. — Medford-street School; Prescott School, Elm street.

Principal of Manual Training Schools. — Frank M. Leavitt. *Asst. Instructors*. — Celia B. Hallstrom, Ella G. Smith, Grace J. Freeman, Edith A. Pope, Isabel Shove, J. Herman Trybom, Anna M. Pond, Helen I. Whittemore, Alexander Miller, Mary E. Pierce, Edward C. Emerson, Frank Carter, Florence P. Donelson, Alice L. Lanman, Mary J. Marlow, Edla M. Petersson, Frederick B. Abbott, Susie M. Thacher, Sigrid Cederroth.

SCHOOLS OF COOKERY.

The School Kitchens are seventeen in number, and are located as follows: *East Boston*. — Lyman School, Paris street. *Charlestown*. — Harvard School, Devens street. *Boston*. — Bowdoin School, Myrtle street; Hancock School, Parmenter street; Winthrop School, Tremont street; Hyde School, Hammond street. *Roxbury*. — Old High School building, Kenilworth street (two rooms). *South Boston*. — Drake School, Third street. *Dorchester*. — Christopher Gibson School, Mt. Bowdoin avenue; Gilbert Stuart School, Richmond street; Henry L. Pierce School, Washington street; Dorchester avenue, corner Harbor View street. *Jamaica Plain*. — Bowditch School, Green street. *West Roxbury*. — Robert G. Shaw School, Hastings street. *Allston*. — Washington Allston School, Cambridge street. *Brighton*. — Bennett School, Chestnut Hill avenue.

Principal of Schools of Cookery. — Amabel G. E. Hope. *Instructors*. — Althea W. Lindenburg, Julia M. Murphy, Josephine Morris, Ellen M. Duff, Mary C. Mitchell, Angeline M. Weaver, Emeline E. Torrey, Mary A. Tilton, Ellen B. Murphy, Nellie F. Treat, Grace D. Bachelder, Julia Crowley, Agnes A. Fraser, Margaret W. Howard.

SCHOOL ON SPECTACLE ISLAND.

Instructor. — Martha B. Stevens.

EVENING SCHOOLS.

EVENING HIGH SCHOOL, Montgomery street. *Charlestown Branch.* — Charlestown High School, Monument square. *East Boston Branch.* — East Boston High School, Meridian street. *Principal.* — Benjamin Tenney.

BIGELOW SCHOOL, E street, South Boston. *Principal.* — John D. Philbrick.

COMINS SCHOOL, Tremont street, Roxbury. *Principal.* — John E. Butler.

DEARBORN SCHOOL, Dearborn place, Roxbury. *Principal.* — John S. Richardson.

ELIOT SCHOOL, North Bennet street. *Principal.* — Walter Mooers.

FRANKLIN SCHOOL, Ringgold street. *Principal.* — Augustine L. Rafter.

LINCOLN SCHOOL, Broadway, South Boston. *Principal.* — Gustavus F. Guild.

LYMAN SCHOOL, corner Paris and Decatur streets, East Boston. *Principal.* — Henry H. Folsom.

MATHER SCHOOL (Lyceum Hall), Meeting-House Hill. *Principal.* — Orris L. Beverage.

QUINCY SCHOOL, Tyler street. *Principal.* — Alanson H. Mayers.

WARREN SCHOOL, corner Pearl and Summer streets, Charlestown. *Principal.* — James H. Leary.

WASHINGTON ALLSTON SCHOOL, Cambridge street, Allston. *Principal.* — John A. Brett.

WELLS SCHOOL, Blossom street. *Principal.* — Charles E. Harris.

EVENING DRAWING SCHOOLS.

Master of Evening Drawing Schools. — Henry Hitchings.

CHARLESTOWN CITY HALL. *Principal.* — Albert L. Ware.

EAST BOSTON, STEPHENSON'S BLOCK, Central square. *Principal.* — Anson K. Cross.

MECHANIC ARTS HIGH SCHOOL, Belvidere street. *Master.* — George Jepson.

ROXBURY MUNICIPAL COURT BUILDING, Roxbury street. *Principal.* — Charles L. Adams.

WARREN AVENUE LATIN SCHOOL. *Master.* — George H. Bartlett.

TRUANT-OFFICERS.

The following is the list of the Truant-Officers, with their respective districts :

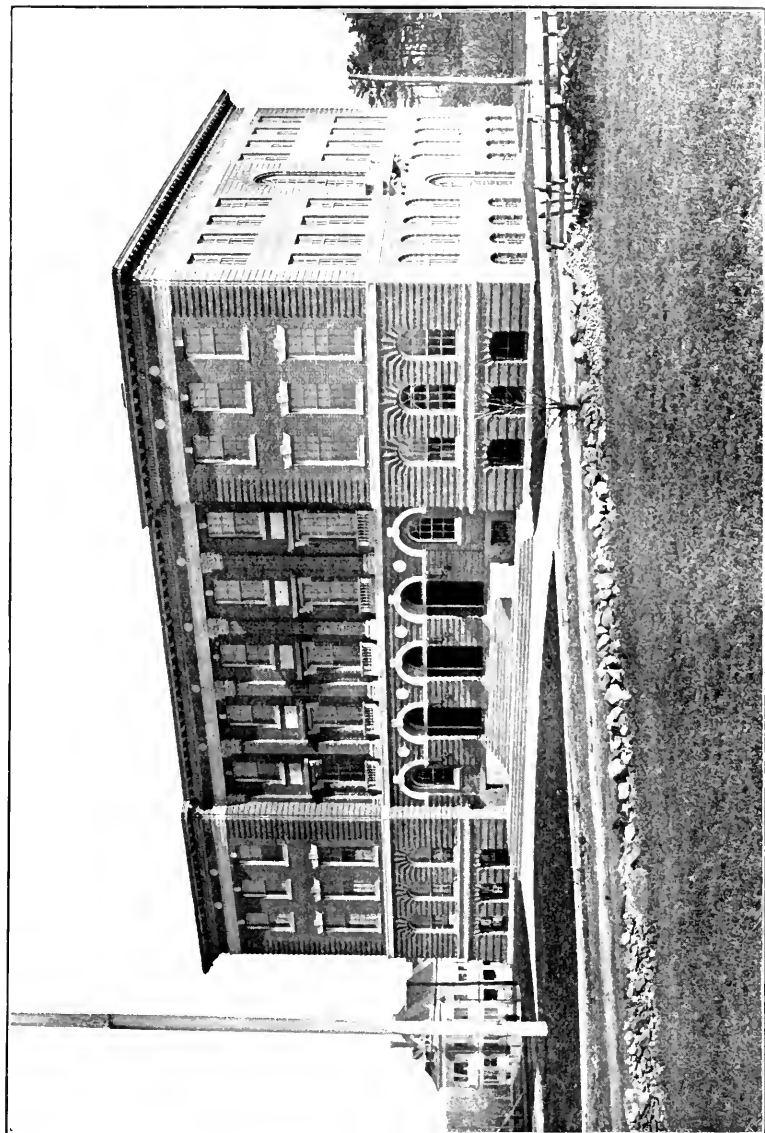
| OFFICERS. | SCHOOL DISTRICTS. |
|----------------------------------|-----------------------------------------------------------------------------------|
| George Murphy, <i>Chief</i> . | |
| George W. Bean | Edward Everett, Hugh O'Brien, Mather, and Roger Clap. |
| Henry M. Blackwell | Dillaway, Dudley, and Lowell. |
| James Bragdon | Gaston, Lincoln, and Thomas N. Hart. |
| Frank Hasey | Dearborn, George Putnam, and Lewis. |
| A. M. Leavitt | Dwight, Everett, Franklin, and Rice. |
| James P. Leeds | Adams and Lyman. |
| David F. Long | Bowdoin, Phillips, Prince, and Wells. |
| John McCrillis | Eliot and Hancock. |
| Amos Schaffer | Lawrence and Norcross. |
| William B. Shea | Christopher Gibson, Gilbert Stuart, Harris, Henry L. Pierce, Minot, and Tileston. |
| Warren J. Stokes | Agassiz, Bowditch, Charles Sumner, and Robert G. Shaw. |
| Daniel J. Sweeney | Comins, Hyde, Martin, and Sherwin. |
| Charles E. Turner | Chapman and Emerson. |
| Richard W. Walsh | Brimmer, Quiney, and Winthrop. |
| John H. Westfall | Bennett and Washington Allston. |
| Charles B. Wood | Bigelow, John A. Andrew, and Shurtleff. |
| Charles S. Wooffindale | Bunker Hill, Frothingham, Harvard, Prescott, and Warren. |

Truant-Office, 14 Common street.

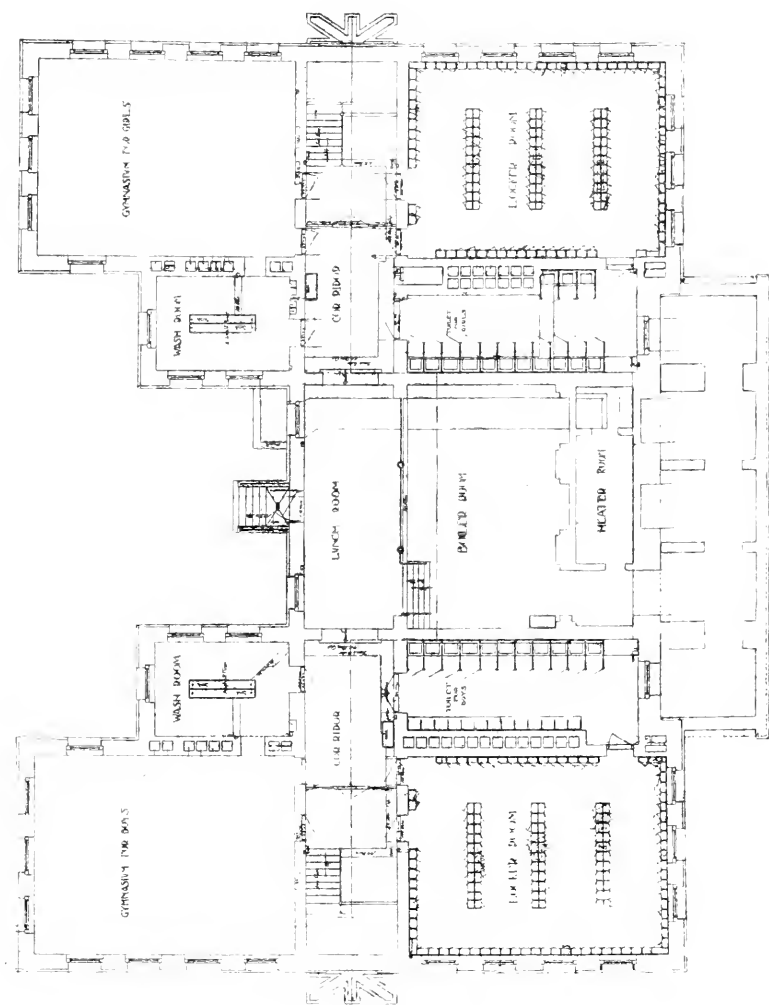
Office-hours from 1 to 2 P.M.

DEDICATION
OF
BRIGHTON HIGH SCHOOL-HOUSE.

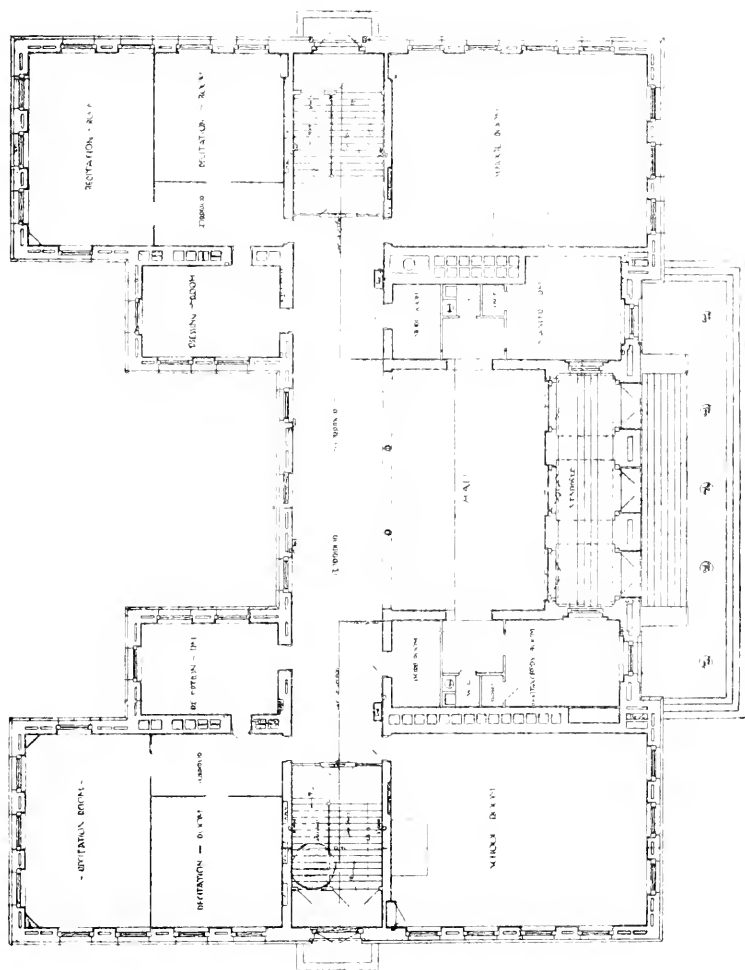




BRIGHTON HIGH SCHOOL HOUSE.

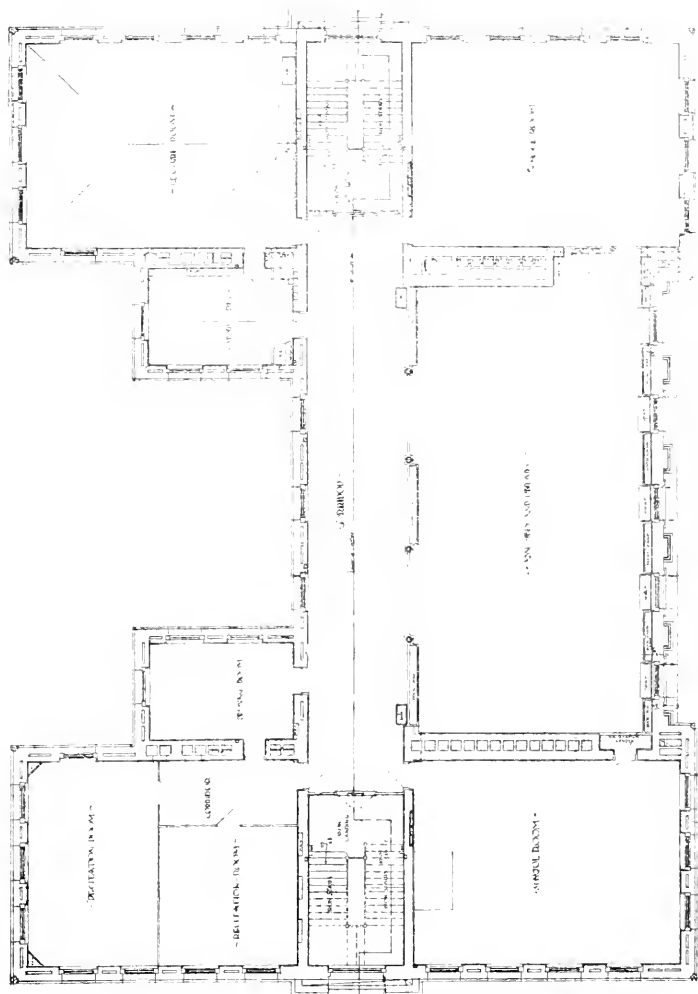


BRIGHTON HIGH SCHOOL-HOUSE
Plan of Basement.



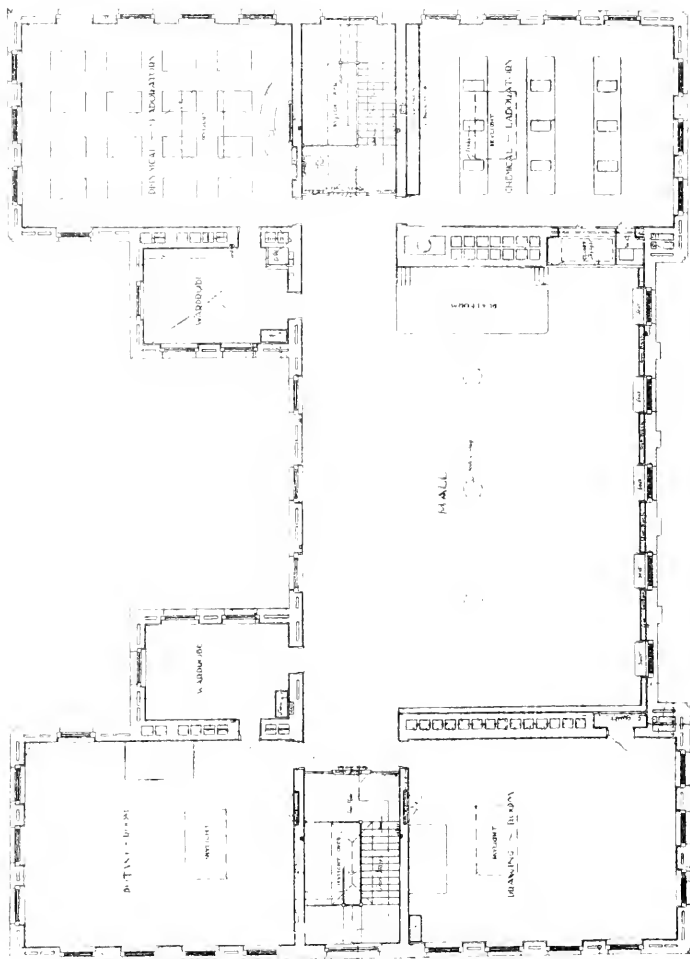
BRIGHTON HIGH SCHOOL-HOUSE.

Plan of First Floor.



BRIGHTON HIGH SCHOOL-HOUSE.

Plan of Second Floor



BRIGHTON HIGH SCHOOL-HOUSE.

Plan of Third Floor.

BRIGHTON HIGH SCHOOL-HOUSE.

A description of this school-house appears in the Annual School Report for 1896.

DEDICATION.

The dedication of Brighton High School-house occurred on Friday evening, April 23, at 7.30 P.M., under the direction of the Committee on High Schools, consisting of Samuel H. Calderwood, M.D., chairman, Willard S. Allen, William J. Gallivan, M.D., A. Lawrence Lowell, and Isaac F. Paul.

The invocation, by Rev. Albert Walkley, was as follows :

INVOCATION BY REV. ALBERT WALKLEY.

Almighty and most merciful Father, make us conscious of Thy presence at this time. Help us to feel that in dedicating this building it is to Thy service we dedicate it. May we realize that the temple of knowledge, as well as the temple of worship, is Thy temple. May its foundation-stones be righteousness and its walls holiness. Especially at this time bless Thy ambassadors who give their lives to Thee at the altars of knowledge. May they reach in their lives an ideal wherein they see the great beauty and worth of the work by which the divine in us is trained to recognize, respond to, and commune with the divine without us. Help us all to see that this is the purpose of what we call education. And the people, bless them with an abundance of ordinary grace and plain common sense, so that they may uphold the hands of Thy servants. Bless the people also with touches of the ideal, that they may in some measure appreciate and encourage those whose eyes have been touched with the light from shores beyond. Help all of us to see that Thy word has no bounds, that Thy truth is all truth. Almighty God, our Father, God of wisdom and of love, accept this token of our gratitude to Thee for minds to think, and may it be a holy shrine on which every morning offerings of truth, old and new, may ascend to Thee. We offer these our praises and petitions to Thee, in the name of that reason which Thou hast given us, and which in part makes us in Thy image. Amen.

The school choir then sung a selection from Gounod's "The Redemption," after which Mr. Henry D. Huggan, President of the School Committee, delivered the following address :

ADDRESS OF MR. HENRY D. HUGGAN.

MR. CHAIRMAN, LADIES AND GENTLEMEN: The duty of the President of the School Committee on this occasion is simply to deliver this building to the Chairman of the High School Committee, and then give way to the gentlemen who are to address you. I cannot proceed to this pleasant duty, however, without saying a few words suggested by the wonderful interest manifested in the dedication of this beautiful high school building. It is hard to conceive, ladies and gentlemen, of anything more interesting or gratifying to the parents of this section of our city than for them to realize that ample provision has been made so that their children may have an opportunity of rounding out the full measure of free public instruction. We come together, then, this evening, to dedicate this building to educational purposes, and to express our appreciation of the generous provision that has been made by the city of Boston for the education and comfort of her children. In this age in which we live, a time when we are accustomed to so many privileges and advantages, — a time, my friends, when so much is furnished to our children for their moral and intellectual welfare, — we are apt to look upon an event of this kind as commonplace and unimportant. But, ladies and gentlemen, if we fully appreciate the responsibility placed upon us in properly providing for the education of the young people of to-day, to whom society, in the future, must look for support and direction, and on whom the responsibilities of good government must rest, we will readily see that the dedication of this temple of education is no idle ceremony, but is evidence of the wisdom of the fathers in establishing a system of education whose influence for good should extend throughout the land. Therefore, my friends, it is fitting indeed that a programme should be carried out in keeping with the great importance and sacredness of this occasion; that we should show in no uncertain way that our children's interests are uppermost in our minds, and that this celebration, these exercises, mean much to every one of us, and symbolize the true spirit of loyalty and patriotism on which the home, society, and good government are founded.

Every thoughtful and intelligent person to-day realizes fully the value and importance of a broad and liberal education for our children, so that they may be well fitted to take an intelligent stand for themselves in life, and meet satisfactorily the demands of American citizenship. So,

ladies and gentlemen, it seems to me that it is a wise provision that a high school training is included in the course of free public instruction in this city, so that our grammar school graduates may, without money and without price, avail themselves of the higher education which will be invaluable to them all through their lives. I sometimes think that it would be a great advantage to every boy and girl, and hence a benefit to the Commonwealth, if it were compulsory that all the children receive a high school education, so that they might be better fitted to deal intelligently with the questions of the day. The grammar school graduate, it seems to me, has not reached that development nor gained that experience which qualify him to decide for himself the line of life for which he is best fitted or to which he is best adapted, and therefore he drifts out into the world with no well-formulated plans, no definite aim, no fixed purpose, and consequently is handicapped all through his life. The high school training disciplines the mind, broadens the view, and enables him to think better, — to choose more wisely, — and unfolds the possibilities that are in store for him who will go forth with purpose in his eye and a resolve what to do. So, my friends, it appears to me that our duty as parents, and as men and women interested in the moral and intellectual advancement of our young people, is plain and simple. We should direct and encourage our children to take advantage of the splendid opportunities within their reach. We should coöperate heartily with the teachers in the great work intrusted to them, and thus secure results of advantage to our children and to society at large.

Again, it is significant and encouraging, my friends, that there should be such interest manifested by so many people in the public schools, where so large a number of our population receive their education. No less an authority than our honored Superintendent said not long since in a public address that "there is no city in the country, and, perhaps, no city in the world, where so large a percentage of our boys and girls attend the public schools as in the city of Boston." There are good and sufficient reasons for this, my friends. There is no city in the country where the tax-payers contribute more liberally or more cheerfully for the support of the public schools than in the city of Boston. There is no city in the country where so large a percentage of highly qualified men and women are engaged in educational work as we have in this city to-day — men and women investigating different methods and discussing educational problems with a view of giving to the pupils of our schools the best possible to be obtained. Therefore, as a natural consequence, our schools have reached a high standard of excellence, and have become popular with all the people; and they are performing their true mission by attracting and welcoming within their portals the

rich and the poor — the foreign and American-born child — where they will receive equal privileges and equal advantages.

We have to-day in this city, according to the last report of the School Committee, about 650 schools supported by the city of Boston, with about 80,000 registered pupils. In our high schools alone there are over 4,000 pupils, and in all the public schools about 1,800 teachers. So, my friends, it would seem that with this great number of free public schools — with such a force of well-qualified teachers who are thoroughly interested in their work, and with so large an army of young people in daily attendance — there are bright prospects for the future, and good ground for the belief that the success and permanence of our institutions are assured, and that a high grade of citizenship will surely follow.

I congratulate you, parents and friends, upon your new High School, and I trust that these young people may make the most of their opportunities and become noble and loyal men and women.

Dr. Calderwood, it gives me pleasure to deliver these keys to one so worthy to receive them. No man has done better work on the School Committee. No man has been more faithful or more correct in the performance of his duties on the High School Committee than its chairman. Being well qualified for your work — fair and considerate in your treatment of all matters with which you have to deal — you are performing a service to the city of Boston which will redound to your credit and be a lasting benefit to the cause of education. You will give these keys to the master of the school. He will transfer them to his successor in office, or to the representative of the School Committee.

Dr. Samuel A. Calderwood, Chairman of the Committee on High Schools, then delivered the following address :

ADDRESS OF DR. SAMUEL H. CALDERWOOD.

MR. PRESIDENT: The formal ceremonies of this occasion require me to accept from your hands the keys to this structure, and to deliver them in turn to the master chosen to preside over the destinies of this school. But before performing that agreeable duty, it may be permitted me to say a few words — and I promise to be brief — with regard to the significance of this occasion.

For years the crowning glory of our city has been her schools. A liberal policy has been pursued with regard to their number and equipment, and their efficiency from an educational standpoint has ever been maintained. The standard of qualification required from our instructors has never been lowered, and to-day we regard our corps of teachers

with the same pride that we have had abundant reason to feel for many years.

Unfortunately, however, Boston has lately failed to keep pace in her school accommodations with her rapidly increasing growth. A large annual expenditure is absolutely necessary to provide the requisite grammar and primary accommodations for her constantly augmenting school population that must be provided for in such schools, and within a year or two it has become evident that our high school accommodations must be largely added to. This state of affairs has been fully realized by the committee, who have endeavored by every means in their power to provide for all the needs of our children, and to-day we welcome you to the dedication of what we hope is only the first of a number of new high schools to be erected in various sections of the city in the near future. We congratulate the citizens of Brighton, and their children, in the possession of this building, attractive in design, liberal in its dimensions, and fully equipped with all the facilities that a modern high school building should contain. Within these walls will be found, we hope, all that is necessary for rounding out and completing the education that our great city guarantees without money and without price to each of her children.

Nor has the cultivation and enrichment of the mind alone been considered. A sound mind in a healthy body should be a portion of the capital of every child leaving our public schools to engage in the great struggle that taxes every natural and acquired advantage; and in this new Brighton High School will be found a well-equipped gymnasium wherein the development of the pupils' bodies may be cared for.

And now, Mr. President, it is necessary that I should keep my promise to be brief, and to perform the duty that has been assigned to me.

Addressing the master of the school, Mr. John C. Ryder, Dr. Calderwood continued:

Mr. Ryder, it was a pleasure to receive from the hands of the President the keys to this noble structure. It is still more a pleasure to place them in the hands of one so eminently fitted as yourself to execute the trust which they symbolize. You are indeed to be envied. In the full vigor of manhood, with an unblemished reputation, secure in the love of your pupils, the respect of the community, and the confidence of the committee, and with many years, we hope, of honorable achievement before you, — for what may your influence not count in the development of true and loyal manhood and womanhood among those who are to take our places in the sequence of humanity? It is not for me to urge upon you an appreciation of your responsibilities. We

know that you are fully conscious of them, and we believe that no one would more nobly and faithfully discharge them.

We congratulate you upon your corps of teachers. We feel that with their zeal joined to your efforts, the Brighton High School will achieve a reputation second to none of the high schools of this city. You are fortunate also in that you have associated with you in the conduct of this school one who for many years performed efficiently the duties that now devolve upon you. It is said, "To the old belong wisdom, and to the young, strength." You bring to this new building the energy of youth and the promise of future advancement. Your predecessor still remains identified with the school, contributing the experience that comes with age, an interest in the welfare of the school undiminished with advancing years, and an intelligent and loyal sympathy with your aims and ideals.

It now remains for me only to extend to you our earnest sympathy, the promise of our hearty coöperation, and to bid you, your assistants, and your pupils a hearty godspeed.

RESPONSE OF MR. JOHN C. RYDER.

MR. CHAIRMAN, LADIES AND GENTLEMEN: In taking these keys, I accept them with a full sense of the responsibility which their possession implies.

This building is an emphasized statement of two facts: Firstly, that the material interests of Boston — her wealth and population — are rapidly increasing, and secondly, that public opinion insists that the facilities for the education of her youth shall grow apace with her material gains. Wise indeed is the city that provides liberally for the education of its youth. Such provision is a preventive of poverty, crime, and anarchy. Wise indeed is the nation that strives by legislation to prevent a constant influx of ignorance from abroad while expending large sums to eradicate it at home. This nation needs not so much remedies for the ills it now has as it does need protection from further infection.

The dedication of a high school-house is an important event in the growth of any city. That the School Committee has builded and equipped such a building as this emphasizes the regard that it has for the educational interests of our city.

This building and all that it stands for should be a source of pride and inspiration to the citizens of Boston, and it should be made a potent factor in elevating citizenship to the high level which the founders of this government set for its supporters.

The architecture of the buildings in a city, the richness and artistic

worth of their furnishings and decorations, the provisions made for the protection, health, and happiness of its citizens, — its courts of justice, its parks, its hospitals, its libraries, its museums, its churches, — all depend alike for their existence, their character, and their proper care and administration upon the convictions and determination of the citizens themselves. In other words, whatever may be the general character of a city, it is but the type of the character of its citizens. Public opinion is responsible for every condition known to it existing in Boston to-day. And so I assert, without fear of contradiction by rational persons, that whatever shall be the standing and influence of Brighton High School in the civic and social life of this community will depend upon the attitude that the citizens of Brighton shall maintain towards it. The teachers of the school can do much, but the parents of its pupils and the citizens can do more, towards making the school an educational institution of the highest merit. The value of the work done here will be the result in a large degree of the thoughtful guidance that parents shall exercise over their sons and daughters while they are running their course here. During the years of his attendance at school, studying should be the principal occupation of a pupil; whatever may divert his attention from it, or waste his energy, should be prohibited at home.

The teachers of Brighton High School have a high sense of their responsibility. It is their ruling desire to do for each pupil more than may be expected of them, but they ask the parents of the district to consult with them, and to give them the hearty coöperation that is so inspiring to the teacher and so essential to the pupil's highest good.

In these days when dollars seem to dominate men's activities, it is well to ask, "For what purpose are high schools established and supported in communities?" or, in a broader form, "What is the value of higher education?" Too often the answer is that more education means more dollars more easily acquired. This answer reveals the quintessence of selfishness, the mere passion for money. The question is briefly but rightly answered by that noble inscription which every one of Brighton's citizens passes when he rides to Boston's busy centre: "The Commonwealth requires the education of the people as the safeguard of order and liberty." Washington answered, "High-minded men alone can constitute a State." May I answer the question somewhat more in full, putting a part for the whole, by stating for what purpose Brighton High School exists?

Brighton High School aims to make thoughtful, patriotic citizens of a government whose foundations are set in the intelligence of its people; to teach that every citizen is a sovereign ruler because all the citizens together are sovereign rulers, and that he best knows how to rule who

best knows how to obey. It aims to teach that the gaining of dollars does not constitute success; that it is not all of life to have the means of pampering the body and of satisfying one's fancies. It declares that education gives position, enlarges one's field of influence, broadens his sympathies, raises him in the social scale, creates a love for the good and the beautiful, and not only finds the opportunity and gives the ability to acquire wealth, but, above all, gives the desire and power to use wealth properly in order to secure the greatest measure of happiness for one's self and for others.

Many of the persons present doubtless received a part of their school education in the viciously heated, badly ventilated, injuriously cross-lighted school-houses of thirty years or more ago, when the ability of the master "to keep order" was the measure of his usefulness. What changes have been wrought since then! The age of the thrasher has gone, the age of the teacher has come. The health and success of these persons have followed them, not as the result of the conditions under which they received their school education, but in spite of them. Brighton High School, with its evenly heated, properly ventilated rooms, its lavatories, its well-equipped gymnasium, strives to produce the symmetrical development of the bodies and to preserve the health of its pupils. A sound mind in a sound body is its basal principle. The beautiful art-room, the tinted rooms, the works of art, the statues and busts, the pictures, the Literary Club, and the Glee Club in the school form an environment that creates and develops an æsthetic taste in its pupils, the sure sign of an educated man. Brighton High School strives to inculcate true principles of social conduct, insisting that taste in dress, cleanliness, politeness, kindness, virtue, and charity are products as natural to the educated man as is delicious fruit to the cultivated tree. By all the means in its possession it labors to develop the physical, mental, and moral natures of its pupils.

Brighton High School exists, then, to make country dearer, home sweeter, living richer, the world better.

The school choir then sung the Dedication Ode, the words by Mrs. Mary E. Blake and music by Mr. E. L. Buffinton.

Mr. Edwin P. Seaver, Superintendent of Public Schools, was next introduced by the chairman, and spoke as follows :

ADDRESS OF MR. EDWIN P. SEAVER.

Most heartily do I congratulate you, people of Brighton, on your new high school building. By its imposing aspect, by its ample size, and by its complete equipment, it seems well worthy the present and future

importance of your flourishing High School. My best wish is that henceforth you may have here in Brighton a high school entirely ready and able to meet all the demands that American communities make upon the American high school.

What are these demands? To answer this, I ask you to consider with me for a moment the American public high school — what it has been, what it has now become, and what is to be its future development. In this way, perhaps, we shall realize the greatness of the function which the public high school discharges, and is hereafter to discharge, in an American community.

In the first place, the public high school has been, from the beginning, the people's school. Its courses of study have been designed broadly to meet the educational wants of the whole people. It has not limited itself to the one special function of preparing its pupils for college. It has, indeed, discharged this important function; but it has done more. It has undertaken to meet the wants of all youth desiring to continue their education beyond the common school, whether their destination were college or not; and it has developed courses of study quite independently of college influences. This breadth of function has been assumed in obedience to the will of the people.

The policy of limiting or cutting down courses of study, so as to narrow the scope and function of high school instruction, is not a policy acceptable to the people. On the contrary, the people's policy is generally one of enlargement. A striking proof of this is afforded by the history of the so-called suburban high schools of Boston, since the close of the annexation period. Twenty years ago it was proposed to abolish all these schools; and the proposition received considerable support. But this could not be done. Some of the annexed municipalities had stipulated that their high schools should not be abolished. Their courses of study, however, could be cut down; and this was done. Three years, instead of four, was made the length of their courses; and the classical studies necessary for the preparation to enter college were wholly eliminated.

Matters came to a crisis in the effort that was made to abolish the Roxbury High School in 1881. That effort failed; and a few years later a fine large building was erected for that school. In this way a strong local sentiment had found expression.

The house we dedicate to-day is another expression to the same effect. So are the demands for new or enlarged high school buildings coming up in West Roxbury, Dorchester, South Boston, and East Boston. Charlestown, doubtless, will soon be heard from. The number of pupils in high schools is rapidly increasing.

Now, what is the interpretation of these facts? Boston, we know, is

made up of a number of communities, which, in many respects, are as separate and distinct as they were before annexation. Not that their people are wanting at all in the loyal spirit proper to them as citizens of the enlarged Boston; but they cherish also a spirit of loyalty to the local traditions and interests.

This local spirit is manifested in many ways, but perhaps in no way more strikingly than in the strong support which has been given to the local high schools. So strong is this support that it has not only prevented the abolition of these schools, but it has restored to them the fourth year of their courses. We may be sure it will do yet more. It will insist upon having in each local community in Boston a high school no less ample in scope, and no less well equipped for its work, than are the high schools in neighboring communities, as Brookline, Newton, Cambridge, Somerville, or Chelsea, or in Old Boston itself. As I have already intimated, there is nothing peculiar or exceptional in this strong local sentiment which has sustained high schools in the suburban communities of Boston. It is only one instance of the universal public sentiment which sustains public high schools in American communities everywhere.

Having now indicated how the American high school has grown to be what it is, let me point out an important enlargement of its functions that has recently taken place. This is the preparation to enter college on courses of study other than the old-fashioned classical course. To enter college "without Greek," as the phrase goes, is now permitted, and even encouraged, by some of the colleges. The non-classical high schools have not been slow to seize upon the opportunity thus offered them for bridging the chasm that had formerly cut them off from any near approach to the colleges. Thus new ways are opened, leading from all the high schools to the colleges, as well as to the other higher institutions of learning.

The recent change of attitude in the colleges towards the public high schools seems to amount to a distinct recognition of the educational value of the courses of secondary instruction which have become established quite independently of college influences.

However that may be, you will not fail to see that your high school, with its fourth year restored, has now, more than formerly, opportunities of connecting itself with all the higher institutions, including the colleges. The school will gain in vigor and efficiency by so connecting itself; and it will become so much the more useful to this community. Let there be no fear lest the assumption of the new relations to the higher education affect injuriously the instruction of the great majority of pupils — namely, those whose education ends with the high school. It is not in the spirit of American communities to permit any injury of

this sort to be done. But you will not fail to perceive the very great advantage to your community of having the way made practicable for all youth of mental ability and moral worth to reach the institutions wherein they may prepare for the highest employments of private and public usefulness.

And now, having considered the past and the present, let us look to the future of the American high school. Seeing how it has grown in response to the increasing demands made upon it, and what it has become, can there be any doubt that it will continue to grow in answer to all new educational wants as they arise in the future? There is even now a change going on in the institutions of higher education, which will, undoubtedly, result in larger demands upon the secondary schools.

The change referred to is that whereby the American colleges are becoming universities. The distinction between university studies and academic studies is becoming yearly more marked; and there is already a tendency in the colleges to relieve themselves of the merely academic studies by transferring them to the secondary schools.

I believe that the public high school will be ready to assume such studies whenever it becomes desirable for them to do so. I see no reason to doubt that in the future development of American educational institutions the public high schools may be in America what the gymnasia and the real-schools are in Germany, or the lycées in France. Students from those European schools, as is well known, proceed to the universities and engage at once in university studies. It is probable that the American high school will become a direct feeder of American universities in the same way.

The full change may not come for some years, or some decades; but there can be no doubt, if we survey broadly the drift of things, that the line of future development of the public high school lies in that direction. So in the end there will be in every community a school capable of giving much of the instruction heretofore obtained only in the colleges; capable, in a word, of preparing students for university studies. The advantages that would arise from having such a school near every man's door need not be pointed out. Enough, perhaps, has been said to make my meaning clear when I expressed the hope that "your high school may now and henceforth be ready to meet all the demands that American communities anywhere make upon the American high schools."

Strong in local support, prosperous under the city's liberal educational policy, and excellent through the service of able and scholarly and devoted teachers, may your school fulfil the destiny which awaits it! Of the city of Boston, with her eleven, soon to be twelve, public high schools, let it be said that, by maintaining these schools in a manner

befitting their present and future importance, she will win a crown of civic glory surpassed by no other within her reach.

The familiar song, "In Old Madrid," was very beautifully sung by a selected choir from the B.H.S. Glee Club.

Mr. J. P. C. Winship was the next speaker, and delivered a very interesting historical address, as follows :

ADDRESS OF MR. J. P. C. WINSHIP.

MR. CHAIRMAN, LADIES AND GENTLEMEN: There is a song probably remembered by some of our oldest inhabitants, the first verse of which runs as follows :

"In good old colony times
When we lived under the King,
There were three chaps fell into mishaps
Because they could not sing."

Thank God our children can all sing. The exercises to-night are an evidence of the fact.

During a part of the time alluded to in the song and subsequently, there was an aristocracy of Boston composed of able and comparatively wealthy people, who aped in a degree the titled aristocracy of England. They had their so-termed country seats and city residences. A special pride seemed to be to educate their sons in private schools sufficiently to fit them for Harvard.

A number of gentlemen of the character mentioned erected elegant mansions on selected spots within the present limits of Brighton; they appreciated the natural beauties of its hills and dales, its woods and ponds, its glimpses of the river Charles and the distant ocean. Its nearness to Boston and Harvard College evidently satisfied them. They helped to sow the seeds for a high order of private schools, which were the foundation in making Brighton one of the leading towns of our State, in public school education.

Many eminent people who still live in history were residents of Brighton.

Of the old mansions alluded to, the following still exist: "Captain Cunningham's seat," subsequently owned by Charles W. Apthorp, who sold it in 1762 to John Dennie. It was burned January, 1770, but immediately rebuilt. It was subsequently owned by Samuel W. Pomeroy and in 1843 purchased by Jared Coffin. It is now owned by David Nevins, Jr., and the present school building grounds were a part of the original estate.

The Fanenil Mansion, erected early in the last century by Benjamin Faneuil, brother of Peter Faneuil.

The Gorham Parsons estate, the original mansion on Faneuil street remaining and now owned by the Dunklee heirs, is very old.

The Champney and Dana houses are more than two hundred years old.

Brighton, formerly a part of Cambridge and designated South Cambridge or Little Cambridge, was set off as a separate parish April 2, 1779; incorporated as a town Feb. 24, 1807; and annexed to Boston Oct. 7, 1873.

Following the settlement of the town, it is interesting to note the zeal of the people in establishing private and public schools. A few of the private schools were established specially for fitting boys for Harvard College. They were patronized by citizens of Boston, adjoining towns, and distant States.

The writer is indebted for much valuable information to the Rev. F. A. Whitney, with whom he was interested in collecting facts for an intended history of Brighton.

It appears that the earliest school-house in Brighton was erected in 1722 a few feet to the east of the First Church, on land given for the purpose by Daniel Dana. In 1769 the old school-house built in 1722 was replaced by a new building.

There was, prior to 1800, a second school building erected on the west corner of Cambridge and North Harvard streets, which was removed about 1830.

The teachers of these early public schools, as well as private schools, were very generally supplied, as was the pulpit here, from those who were in some way associated with the neighboring college.

Until 1795 the schools were generally under the charge of the selectmen of Cambridge. At that time they came under the control of a committee of six, chosen to superintend them and to carry into effect the school act. The Rev. John Foster and Jonathan Winship represented Brighton on this committee.

The building east of the so-called town-house was erected about one hundred and twenty years ago on the Winship estate, corner of Cambridge and Washington streets, east of the mansion, where the present police station stands. It was the first building distinctively used for a classical school.

Mr. Jacob Knapp, a graduate of Harvard in 1802, taught here, and afterwards moved the school to his home on Bowen's Hill, where for several years he taught a boys' school of much repute. This latter place was purchased by Capt. Wm. P. Matchett.

Mr. James Dana taught a school for boys and girls at the opening of this century in the old Dana Mansion, on Washington street near Allston street.

Hosea Hildreth, a graduate of Harvard in 1805, taught a private school, and was of further assistance by his rare gifts as instructor in singing and music.

Major Thomas Hovey, who had served in the Revolution, J. F. Durin-ge, and Teacher Miles taught private schools.

Messrs. Moody and Richardson taught a private school in a building formerly situated on the site of Nathaniel Jackson's present home. Mr. Josiah Rutter succeeded them.

Jonas Wilder, early in the present century, established a private classical boarding and day school, which he taught for many years. To Master Wilder's rare scholarship was added great executive ability. He was a thorough disciplinarian, and regarding "order as heaven's first law," he sought to carry out this theory in practice, as many a transgressor could testify to then, and possibly now, for a few persons are living who were members of his school nearly seventy years ago. Ill-health compelled him to relinquish teaching. His estate on Foster street passed into other hands, and the Wilder school passed into history.

In June, 1825, on the occasion of the reception of General Lafayette, the school children were arranged in two lines between which the general and his son, George Washington Lafayette, passed. The general's native gallantry assumed the guise of modesty, and he only kissed a boy.

Soon after the Wilder school was discontinued, several gentlemen, thinking that the children needed better advantages than the district school afforded, built, in 1838, an academy on Academy Hill, and thus established a school of essentially the same character as the modern high school. In 1839 Mr. Josiah Rutter, an able instructor, was given charge of the boys in the room on the lower floor, while Miss Martha Prescott, of Concord, took charge of the girls on the upper floor.

A few boys of this period are noted for their inventive genius. They first discovered that on very cold days by opening the upper furnace door the fire would so lessen in strength as to heat only one room, and the girls were necessarily invited to visit the lower room to see the boys.

They further discovered that by putting Cayenne pepper in the furnace the fumes would drive all the scholars and teachers out of the building—this they practised. They muffled the bell in the belfry and were unable to know when to go to school, and many were very late.

These were only incidental enjoyments.

Mr. Rutter continued in charge until he exchanged the profession of teacher for that of lawyer. The people then felt that the time had come when a public high school should be established at the expense of the town.

The first printed town report (1839-40) was signed by William Warren, Bela Greenwood, George Matchett, Edmund Rice, Jr., and Josiah Rutter. Therein is recorded the purchase of the following apparatus for the schools:

| | | | | | | | | | |
|---------------------|-------------------|--------------------|---|---|---|---|---|---|----------------|
| Pneumatic Apparatus | . | . | . | . | . | . | . | . | \$33 00 |
| Chemical | " | \$25, Orrery, \$12 | . | . | . | . | . | . | 37 00 |
| Tellurium, \$6 | 3 Globes, \$12 | . | . | . | . | . | . | . | 18 00 |
| 4 Thermometers, \$5 | 4 State maps, \$7 | . | . | . | . | . | . | . | 12 00 |
| | | | | | | | | | <hr/> \$100 00 |

Following are interesting facts taken in part from the Town Records:

May 2, 1808 New Story voted on School house (expense \$200)

" 9, New School house on land near Engine house to be of same size as old one and on same site.

Nov. 7 voted to employ a school master five months and a school mistress five months in first district, and master $2\frac{1}{2}$ months in second district.

June 8, 1809 Voted to sell old school house and lease land for 99 years.

To move meeting house on to town land and fit it up for school house and town hall.

This old meeting-house was the First Church in Brighton, erected in 1794, corner of Washington and Market streets. In 1808 a new church was erected north of the old building. The latter was moved to a spot nearly opposite to the land on which, in 1841, the new Town Hall was erected. The old church was converted into two school-rooms in its lower story, and into a town hall in its upper story; all town-meetings, as was customary in New England, having been held in it while it was the meeting-house.

" May 2 1812 On account of increase of scholars it was voted to add a month's schooling to the centre school and a half a month to the east-district school."

" May 1 1820 Whole number of children receiving public instruction 170. Whole number in town under age 231. These two schools in the centre: Master six months: Mistress six months: One school at east part of the town three months: Male teacher."

" April 4 1825 District Committee empowered to purchase land for school-house of Pomeroy."

" May 2, 1825 Nine School Committee men chosen."

- “ May 8, 1826 School Committee authorized to build School-house for Centre District.”
- “ Nov. 18, 1826 \$150 voted for a singing school.”
- “ April 5, 1830 Five school committee men and three Prudential men chosen.”
- “ May 14 1832 Additional room hired for North District.”
- “ April 1 1833 Voted \$1,000 for schools.”
- “ Feb. 26 1834 North School house built.”
- “ Oct. 2 1835 Committee chosen to purchase land and build school house in East District to cost not over \$800.”
- “ March 8, 1841 Committee of five chosen to consider the expediency of hiring school house on Academy Hill of the proprietors for a High School.”
- “ March 22, 1841 Favorable report of Committee on High School accepted. Voted to establish a High School and hire the building on Academy Hill.”
- “ May 3, 1841. Committee on High School authorized to buy property of School Fund Association (Academy).”

On the third day of May, 1841, Mr. John Ruggles, of Milton, a graduate of Harvard, was appointed principal of the boys' department on the lower floor. He was a gentleman of high moral character and rare scholarship.

Miss Delia A. Gardner, of Bolton, a highly cultivated and refined lady, had charge of the girls in the upper story of the building.

By the profound wisdom of the School Committee it was decreed that all children who had reached the age of twelve should be selected from the four district schools in town, and seventy-three boys and sixty-three girls wended their way to the Academy.

Who can appreciate the care, the patience, the trial, the courage even, of grading and classifying such a varied company?

The same year a committee was appointed with power to build a new town-house, and in 1842 it was voted to have the selectmen furnish rooms under the Town Hall for the High School.

Complaints had been made of the distance of the school from the centre of the town, and of the difficulty of children climbing the hill; and yet, in winter, these children always spent the noon recess (weather permitting) in coasting and sliding down that same hard hill.

The new Town Hall, erected at a cost of less than \$8,000, was dedicated Dec. 30, 1841.

The High School was moved to the Town Hall building in 1842, occupying the lower floor. There were two school-rooms separated by a board partition. The rooms were dark and gloomy, Mr. Ruggles still

in charge of the boys in the west room, while Miss Gardner taught the girls in the east room.

Latin, French, and Italian languages and some of the higher branches of mathematics, also astronomy and philosophy, were taught in the high school.

In the report of the School Committee of 1842-3 the following appears:

"Brighton has the honor of standing at the head of all the towns of the Commonwealth in point of liberality in the cause of education, as may be seen by reference to the sixth annual report of the Board of Education."

In the fall of 1842 Miss Gardner resigned and married Mr. C. W. Holbrook. Thus Brighton lost, in the too common way, an excellent teacher.

Miss Maria L. Eastman, of Concord, N.H., was appointed Miss Gardner's successor.

In 1843 an abridged edition of the Revised Statutes was introduced as a study.

Early in 1844 Miss Eastman was, by ill-health and the care of sixty-six pupils, compelled to resign.

Up to this time the two departments were separate. By an initiative act of a few of the girls a wider aperture was made in the hall partition than any shrinking of boards would occasion. The partition dividing the schools was removed, the School Committee deciding that coeducation was desirable.

Mr. Ruggles was given full control of the school. Miss S. A. Davis, of Concord, a refined and cultured lady, was appointed assistant. Mr. Ruggles thus gained more time to devote to the advanced classes, and in preparing young men for college, while the humanizing influence of the girls, in the language of an able teacher, worked wonders.

The united school opened with one hundred and fifty-eight pupils. How two teachers managed to well instruct that number of pupils with the many and varied studies, and keep the one hundred and fifty-eight quills in condition for writing, is past comprehension.

The east front room was used as a recitation-room.

At the close of the summer term, in 1847, Miss Davis resigned her faithfully filled position, and salary, two hundred and fifty dollars per year, for a more lucrative station in Maine.

Miss Sarah E. Waugh, a pupil in the school, was employed as assistant teacher in place of Miss Davis, from the commencement of the term till the division of the school, and discharged her duties to the satisfaction of the committee.

The School Committee was now satisfied that the interests of the school required that it should be divided and the pupils classed according to their qualifications, instead of admission at the age of ten, as had been the rule. Sept. 8, 1847, the most advanced pupils of both sexes were transferred under the care of Mr. Ruggles to the academy, on Rockland street, there to constitute a high school proper. The remaining pupils formed the first grammar school of the town, under the name of the Harvard Grammar School, in grateful commemoration of John Harvard, founder of the neighboring University of Cambridge. For this extravagant act of dividing the school, the School Committee, at the following town-meeting, plead guilty to having expended sixty-eight cents more than were placed at their disposal.

The town appropriation was, with the State School Fund, \$2,373.49.

Latin, Greek, and French classes continued in the school.

In the year 1850 the high school sent out for the first time two candidates for admission to college. William Wirt Warren applied for admission to Harvard, and Henry Baldwin entered Yale. Both passed the examinations with distinguished success.

The salary of the master of the high school was raised to \$800.

The Massachusetts Board of Education Report for 1851-2 placed Brighton seventh among the three hundred and twenty-one towns of the Commonwealth in the average attendance of children in the public schools.

In 1855 Mr. Ruggles resigned his position, after a service of thirteen years, to become the principal of the Taunton High School, at a more lucrative salary and in a more spacious school-room.

The following gentlemen were successively engaged: Bartholomew Wood, George W. Dow, and Guilford S. Newcomb.

October 22, 1855. The town appropriated \$6,100 for a new high school building.

At the commencement of the school year in 1856, Mr. Ruggles was reappointed master of the high school.

The new school building was begun south of the Academy, which necessitated the cutting away of the beautiful oak-trees which clustered around the old building, and made it the ideal spot for a high school.

The old building was sold and moved to its present site at the corner of Winship and Washington streets.

On the first day of September, 1856, the school was opened in the new building, then considered a spacious edifice, costing \$6,097.61, two dollars and thirty-nine cents less than the appropriation.

March 23, 1857, Miss Anna J. George was appointed assistant. She was a graduate of the school, a teacher in No. 11 Primary and the

Harvard Grammar School. She was excellently qualified for her new position.

In 1859 Mr. Ruggles resigned.¹ May 2 a festival was tendered him, and a silver service presented, at the large hotel in Market square. F. Lyman Winship presided. Rev. F. A. Whitney, chairman of the School Committee, William Wirt Warren, Henry Baldwin, and others, addressed the company.

Lucius H. Buckingham, a graduate of Harvard, was engaged as master, and began May 2. He was a very able scholar, and proficient as a teacher.

Rev. F. A. Whitney, in his School Committee report for 1859, gives a long list of scholars who have been fitted for higher education in colleges and other institutions. This is a very creditable showing of work accomplished in our high school.

Before the close of the summer term of 1863, Mr. Buckingham was taken very ill, and resigned. He subsequently became a master in the Boys' High School of our city.

Mr. W. H. Merritt, a graduate of Harvard, and bearing flattering testimonials, was elected as successor to Mr. Buckingham.

On the tenth of April, 1865, there was a spontaneous expression of joy and triumph in the Northern States, when the telegraph flashed the glorious news of the capture of Lee and his army, which ended the Rebellion. The boys of the high school applied to the School Committee for a holiday to celebrate the return of peace. The citizens were enthusiastic, and subscribed liberally for the purpose. I, as a member of the School Committee, was elected supervisor and president of the day, with W. P. Horne chief marshal, and fourteen assistant marshals from the high and two from the grammar schools.

Arrangements were nearly completed when the country was thrown into a profound gloom by the assassination of President Lincoln, and further action was deferred until after the appointed day of public mourning.

The eighth of June, 1865, was a gala day. The church bells were rung and the pupils of all the schools (each one carrying a flag), headed by a brass band and followed by gayly decked carriages, marched through the streets to Faneuil House square, where a photograph was taken of the procession, and thence to a pavilion erected in the square in front of the Winship Primary, where dinner was furnished. Of the after-dinner speakers, a few of whom are present with us to-day, Rev. F. A. Whitney alluded to the fact that fifty years had elapsed since

¹ Upon leaving Brighton, Mr. Ruggles bought a house, corner of Carlton and Beacon streets, Brookline, where he died, May 1, 1897.

President Madison appointed a day of national thanksgiving for the return of peace. He contrasted the two periods and referred to Maj. Thomas Hovey, who had been an officer in the Revolutionary army and taught school on Washington street, near the foot of Rockland street, during the latter part of the last and the early part of the present century. He was more valiant as a warrior than as a teacher and practised his pupils in marching and counter-marching, thus testifying that the science of military drill in schools is not wholly an invention of our own time. On Feb. 22, 1800, the day set apart by the national authorities for publicly observing the death of Washington, Master Hovey paraded his school children in solemn procession through the town, each member of his little band armed and equipped with a long feathered quill, and it was hinted that, agreeable to the custom of military funeral processions, each soldier bore the quill reversed.

The return of the soldiers was duly honored June 22, 1865, and the pupils again marched in procession, with the additional advantage of a drum corps composed of scholars from the high and grammar schools.

In 1866 the size of the high school demanded a second assistant. A new recitation room was added to the main building and Miss Eliza E. Williams elected as second assistant. She was a lady of refinement and culture.

Mr. C. E. Whiting was engaged as teacher of music.

March 20, 1867, the high school building was burned, and the school was temporarily held in Union Hall, Union square, Allston. The present building on Academy Hill was then erected, and dedicated March 4, 1868.

July 21, 1868, diplomas were first presented to the graduates of the high school. The following-named scholars were the recipients: Misses Mary C. Dunclee, Fannie A. Swan, Mary E. Purington, Emma F. Morrill, Fannie W. Currier, and Dexter Brackett.

Shortly after the close of the summer term in 1870, Mr. W. H. Merritt resigned and later Miss E. E. Williams unexpectedly resigned.

Mr. Merritt was classically well fitted for the position he held. Miss Williams was highly honored for her ability and success in teaching, and her resignation was regretfully accepted.

Sept. 2, 1870, over seventy-five applications were received for the position of Master, and Mr. Benjamin Wormelle, a graduate of Amherst College, whose recommendations as to character and scholarship commended him to our special notice, was elected.

His enthusiasm infused new life into the school. New methods were introduced, declamation and composition received special attention, — all of which acted as a spur to emulation and helped greatly to raise the standard of scholarship.

Sept. 2, 1870, Miss Sarah E. Waugh, a graduate of our high school, was elected second assistant and transferred from the Bennett Grammar School. Her experience in the high, grammar, and primary schools and her eminent qualifications highly fitted her for the position.

In 1871, Alfred Morand, M.D., was engaged to teach the pronunciation of the French language.

At the close of the school year, the graduating exercises were held in the Unitarian church, as the hall of the school building was not sufficiently large to accommodate all who wished to attend. Since then the graduating exercises have been held in either the Unitarian, Orthodox, or Baptist church.

I may be pardoned for introducing the following abstract from my school report of 1872 :

The term high is a proper appellation for this school. The moral effect upon a scholar who attains to the honor of a position in the High School is great. The irresponsible boy becomes, soon after his entrance here, a man. This fact is attributable, in a great measure, to its being what is generally termed "mixed."

Many scholars who enter college are occasionally quite rude and boisterous, and liable to exceed the limits of propriety and overstep the boundary line of law and order. This is doubtless owing to the fact that a large majority come from schools where boys and girls are taught separately; and as they continue isolated from the society of the other sex, lead in pranks which they otherwise would not be guilty of.

This is a very good argument for the admission of young ladies to college.

It is a noticeable feature in our High School, especially in the recitation rooms, that there is a marked deference shown the better sex. Language and manners naturally become more cultivated than among young men of similar ages, in unmixed schools. There is an earlier appreciation of refinement and culture in life; and if they throw away boyish things and don hats and longer coats in order sooner to become men, is it not pardonable? Even more honorable mention is due them, especially of those who have graduated from this school. They have entered into the serious concerns of life with a zest, continuing interested in the higher walks of life, and thus honoring this school which has done so much for them.

The condition of the school is admirable, having a principal and assistants in whom we have the utmost confidence, special teachers in the French language and music, and a sufficient assortment of apparatus and chemicals for the study of astronomy, botany, chemistry, and

philosophy, with a replete exchequer from which the citizens permit drafts for all necessary purposes, that the school may rank among the first in the State.

There is nothing now needed except the coöperation of relatives and friends. Their presence is needful, and their criticisms, if just, are beneficial.

Quite a number of the present (1872) members of the school are fitting for college. This is a pleasing fact, as the classical course of instruction has been adopted specially for such scholars, and we hope a greater number will accept the benefits which are here lavishly offered to all who will avail themselves of the opportunity.

The tendency of young men after graduating from this school, during a number of years past, has been to study civil engineering, and several have attained positions in that department, and are becoming well known for their skill and ability.

Much in the foregoing abstract from the report of 1872 applies well to the school of to-day.

Brighton was annexed to Boston, Oct. 7, 1873, and subsequent matters of interest are recorded in the records of the Boston School Board.

Miss Sarah E. Waugh resigned Sept. 1, 1878. During her long experience in the schools of Brighton she was known and loved by many, and now continues honored by all who are favored with her acquaintance.

Miss Marion A. Hawes, a young woman of exceeding culture and refinement, entered upon the duties of assistant at the commencement of the fall term in September, 1878. No lady teacher in our city has received higher praise from supervisors. She has been declared a "queen of teachers."

Miss Anna J. George resigned at the close of the term in June, 1881, after a service of thirty-three years. She still lives, beloved by many.

Miss Hawes was made first assistant. Miss Lucy Peabody, a graduate of Boston University, taught from September, 1882, to September, 1885; she subsequently established a private school, now located in Newbury street. She was exceptional in Natural Science.

Miss Ida M. Curtis, engaged September, 1885, has proved a very thorough and conscientious teacher in the several duties assigned her.

Miss Emma F. Black taught from September, 1891, to December, 1892. Her literary taste was excellent, and she succeeded admirably in her German classes.

Miss Mariette F. Allen was engaged January, 1893. In calisthenics she was a very able successor to Miss Lilian M. Towne, who was admitted by Dr. Hartwell as having no superior. She also excels as a teacher and master of German.

Brighton schools have ranked very high in physical training. March 11, 1890, I introduced in the School Board the following order: *Ordered*, That the City Council be requested to appropriate two hundred dollars for gymnastic apparatus for the Brighton High School. June 10, 1890, it was ordered that an expenditure, not exceeding two hundred dollars, be authorized for gymnastic apparatus for the Brighton High School. Thus was introduced the first apparatus for the Ling system of Physical training in the public schools of New England, and perhaps of the United States.

In this connection it may be well to have recorded another leading feature in education, which should be credited to Brighton. January 13, 1872, we established a Kindergarten in the Everett Primary, in the same room now occupied by a Kindergarten. Miss Susan P. Pollock, who had received eighteen months' instruction in the Ladies' Union for the Publication of Kindergartens in Berlin, and had taught successfully in Boston, was appointed teacher.

The room was thoroughly arranged for kindergarten work, and she was very successful. The following year Brighton was annexed to Boston.

The School Board closed the kindergarten, and at the request of Miss Elizabeth P. Peabody, Miss Pollock went to Washington, where she now is at the head of The Fröbel Normal Institute.

The Brighton kindergarten is admitted by Professor Hailmann, of La Porte, Indiana, to be the first public kindergarten in America.

In music Mr. Eichberg succeeded C. E. Whiting in 1878, followed by Mr. Holt, Mr. Sharland, and Mr. Carey.

In May, 1894, General Moore died. Major Beuyon served as successor during the remainder of the school year.

Captain Joseph S. Paget, as Instructor of Military Drill, elected in June, 1894, now renders excellent service in the field of work.

In German Herr Frederick Stein and Herr Jacob Lehmann are very efficient.

Monsieur Henri Morand, Instructor of French, has taught many years, and still happily continues with us.

Mr. John C. Ryder, a gentleman naturally and by cultivation thoroughly fitted for the position he now holds, was elected master of our High School and commenced his work Sept. 7 last. He was fitted at Coburn Classical Institute, Waterville, Maine; was graduated from Colby University in the class of 1882; Principal of Schools, 1882-3, at Farmington, Me.; Sub-master of Williams Grammar School, Chelsea, 1883-4; Sub-master of Dearborn Grammar School, Roxbury, 1884-8; Sub-master of Hugh O'Brien Grammar School, Roxbury,

1888-9; Principal of Mt. Vernon Grammar School, West Roxbury, 1889-90, and Master in the Roxbury High School, 1890-96.

Miss Eunice A. Critchett, elected last September, graduated from Boston University. She is specially adapted to teaching Latin and botany. The dead and the living are in ability equally well treated.

Miss Elvira Bush Smith, a graduate of this school, was elected teacher last September, and has proved herself thoroughly fitted for her work, and is naturally a very capable teacher.

Miss Lucy W. Warren, a graduate of Boston University, is now substituting for Miss Curtis, who is at present studying in Europe. She is highly complimented for her ability as a teacher. Her specialties are chemistry and mathematics.

Oct. 14, 1890, I introduced the first order in the School Board for a new high school building for our ward. Many obstacles appeared in the way; but now we have a building erected for the noblest purpose of man. Above it floats our glorious flag — emblem of a great but imperfect nation. Superior education, by God's favor, will make us perfect. Vanity, ambition, and ignorance have impeded our moral advance. Man in his little sphere dreams of grand achievements and fancies that great inventions and accomplishments are the product of, and have originated within, his little brain; while education will teach him that he is simply a tool fashioning, by the talents given him, the designs of his Creator. God furnishes opportunities.

Puck's girdle is superseded by a superior power, and time is saved. Nations are bound together by metallic ties. Schools, colleges, and libraries are established. Arts and sciences in a measure revealed; but there is much to be accomplished. Education is the power — by it anarchy and his kindred spirits, rebellion, suspicion, and hate, will all slink back into the shades of obscurity; brutal instincts in man will be o'erswayed by the cultivation of his better qualities, as the Argonauts escaped the seductive influence of the Siren's song by the superior melody of Orpheus. Selfishness, the cause directly or indirectly of all our misery, will by the ennobling of man be overcome, peace will reign, and the world will become a paradise.

The world is lovely. It is a school with all the implements ready at hand to make mortals in time realize its perfection. Man's duty is to bring order out of seeming chaos, and, through love, harmonize all things. Let us, therefore, listen intently to the whisperings of nature. In the development of an exquisite design of the Almighty, mortals learn that purity and delicacy are not confined to the lily. The daisy of the field, the violet of the woods, and all other growth in the floral and vegetable kingdom, are equally pure and delicate. This should be a lesson to us, and if we profit by it the gross qualities of our being will

dissolve, and leave us pure as white-robed angels — the product of poetic dreams.

The world is now governed by the intellectual and moral forces of educated people, and acquirements in our schools are superior in the power they may exert over other forces acquired by man; and I earnestly hope that the graduates of this school may realize fully the influence they possess by the education they have acquired, and that their lives may be harmonious and an honor to our community and country.

The next number on the programme was "The Miller's Song" from "Rob Roy," which attracted very favorable comment.

Mr. Thomas W. Murray, representing the Brighton High School Alumni Dramatic Club, then presented two large engravings, the gift of that Club to the school.

Mr. George E. Brock, President of the Alumni Association, followed, and presented various statues, busts, and pictures given by the classes of 1879, 1892, 1893, 1894, and 1896.

In a few appropriate words Dr. William J. Gallivan, of the High School Committee, accepted the gifts, and congratulated the Brighton High School.

Mr. Frank A. Hill, Secretary of the State Board of Education, made a very instructive and entertaining address on the high calling of teachers, the high ideals to be sought by pupils, and the duty of the citizens of Brighton with regard to their schools.

Mr. C. W. Pierce, President of the Citizens' Association of Brighton, was next introduced, and said :

ADDRESS OF MR. C. W. PIERCE.

MR. CHAIRMAN, LADIES AND GENTLEMEN: The Association which I aim to represent has, by its efforts in your behalf, made it possible for you to enjoy the comforts of a model school building. Few of you present know of the energetic efforts of the four gentlemen who bonded the ledge-lot on Cambridge street so as to secure this beautiful location for your use. To the late Edward H. Learnard, to Samuel N. Davenport, C. D. B. Fisk, and Cyrus J. Hatch too much credit cannot be given.

It has been my pleasure to assist in a small way in the treatment of the grounds about the school, and to second the motions of your friend and master, Mr. J. C. Ryder, backed by the School Committee, as he has been from the first, in the needed changes in the heating and ventilating of the interior. To be good scholars you require pure air, and as I have an interview with the Mayor to-morrow with regard to a petition twelve feet long, asking for a plunge bath and open-air gymnasium, I hope to be able to provide for both. You will need a room for your wheels soon, and as a majority of the city officials will be wheelmen next year it will be asked for. We have had an order passed in the Council for a playground at Allston, and will try to have Rogers park improved for the same purpose. Thanking you all, the School Committee for courtesies extended to us, the master and his splendid corps of assistants for favors, we wish you success.

The singing of the Welsh National Air by the school choir ended the musical part of the programme, which was notable for its excellence.

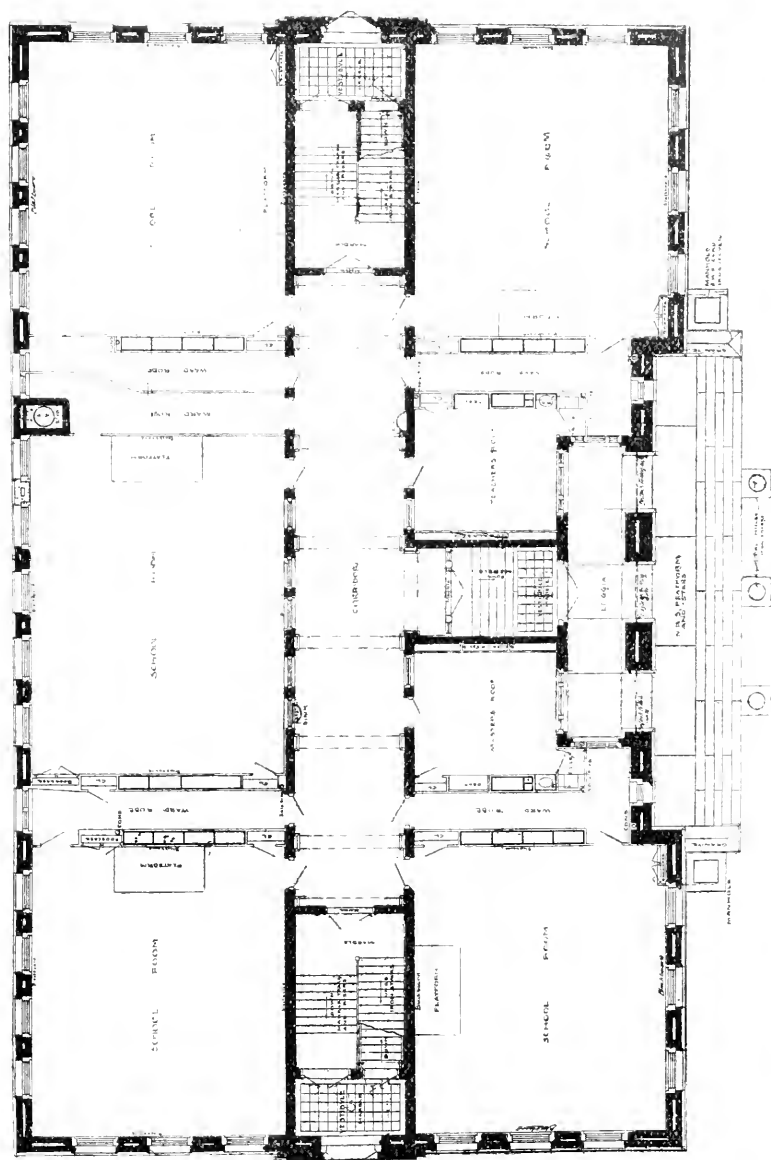
The following is a list of the gifts made to the school, with the names of the donors :

- No. 1. A collection of shells and minerals. Given by Mr. J. P. C. Winship.
- No. 2. A black marble clock. Given by Mr. J. P. C. Winship.
- No. 3. Two busts, one of Milton, the other of Shakespeare. Given by the class of '96.
- No. 4. A large statue of Minerva. Given by the class of '79.
- No. 5. A statue of Venus de Milo. Given by the classes of '93 and '94.
- No. 6. Two large engravings.
 - (a) A Roman Chariot Race.
 - (b) The Vintage Festival. Given by the B.H.S. Dramatic Club.
- No. 7. An Engraving of Bryant. Given by Miss Marion A. Hawes.
- No. 8. A large engraving, Shepherdess and Sheep. Given by the class of '92.

DEDICATION
OF THE
GILBERT STUART SCHOOL-HOUSE.

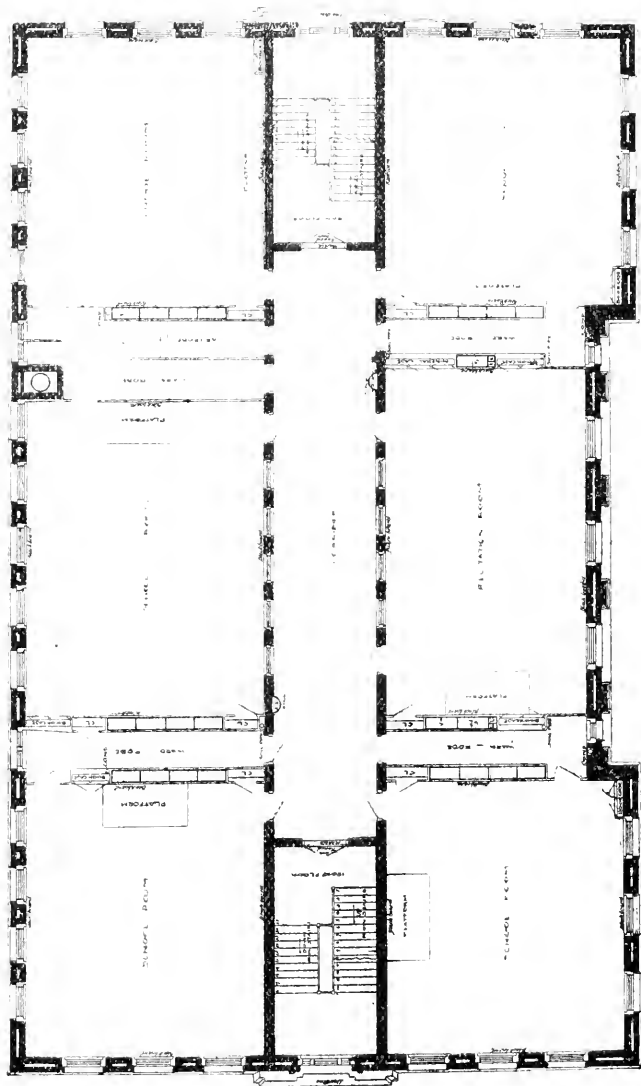


GILBERT STUART SCHOOL-HOUSE.



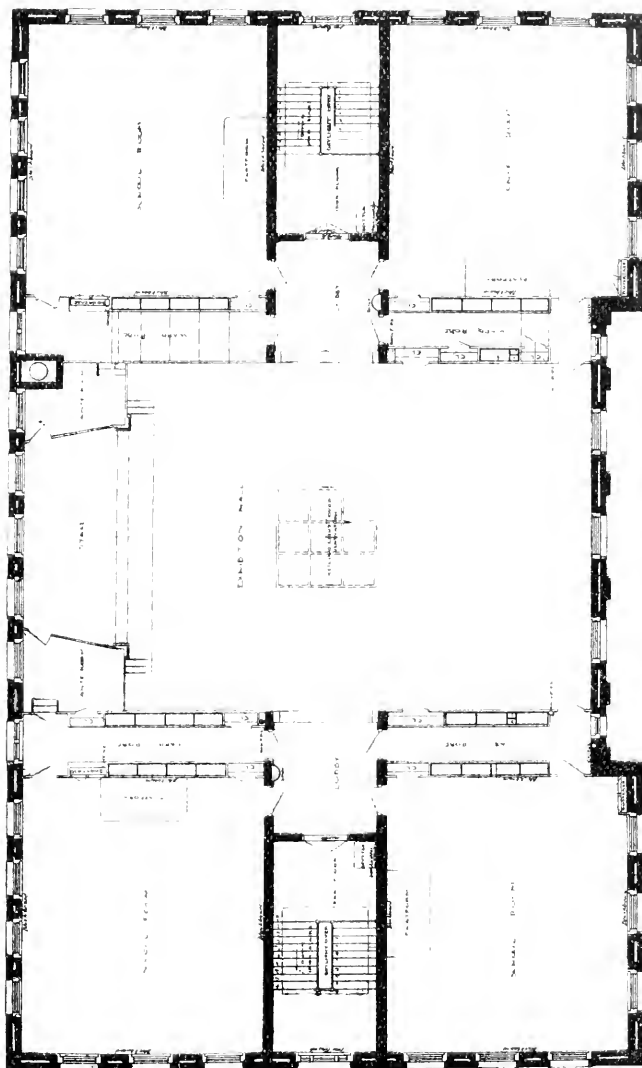
GILBERT STUART SCHOOL-HOUSE.

Plan of First Floor.



GILBERT STUART SCHOOL-HOUSE.

Plan of Second Floor.



GILBERT STUART SCHOOL-HOUSE.

Plan of Third Floor



GILBERT STUART SCHOOL-HOUSE.

A description of this school-house is given in the Annual School Report for 1896.

DEDICATION.

Washington's Birth-day was made the more memorable in Dorchester by the dedication of the new Gilbert Stuart Grammar School-house on Richmond street. The exercises began at 2 o'clock P.M., under the direction of the Committee on the Ninth Division, consisting of Emily A. Fifield (chairman), I. Austin Bassett, Samuel H. Calderwood, M.D., Archibald T. Davison, M.D., and Thomas F. Strange.

Mrs. Fifield presided, and said :

LADIES AND GENTLEMEN, CITIZENS OF DORCHESTER, PARENTS AND FRIENDS: This day, which is consecrated by such memories, this 22d of February, is a fitting time to welcome you to the dedication of another school-house in Dorchester. In older lands, monuments and statues, triumphal arches and pillars, are erected to celebrate great victories or personal achievements; here in this land of freedom, where we guarantee to every child the right to obtain an education, and much time and thought and legislation is given to build school-houses, it is a growing custom to make them memorials, and give them names which shall be a perpetual inspiration and help to the pupils. Such a school with such a name has been added to the good old Stoughton District. In this building are all the most modern appliances for health and comfort, and for good, practical instruction, such as you desire for your children. More than this, as you will learn from others to-day, through the persistent efforts of a recent member of the School Board and the generosity of friends, your children will find new influences which will strengthen the æsthetic and moral qualities, broaden the mind, and ennoble the character. We ask you to listen to the exercises, and then examine for yourselves, that you may appreciate the beauty of the Gilbert Stuart School.

I will ask Rev. Mr. Mott to invoke the divine blessing.

INVOCATION BY REV. FREDERICK B. MOTT.

Almighty God: All truth is Thine, all strength is but the revelation of Thy wisdom, all righteousness is but Thy will; and so this day we come to Thee to dedicate to Thy truth and to Thy strength and to Thy righteousness this building and ourselves. Oh, may Thy spirit that in all the ages past has led and guided our fathers be with us, and may the teachers who gather together here look to Thee for their guidance and their inspiration. May they reveal again to the opening minds committed to their care the righteousness and wisdom that Thou hast given to the ages, and may the children find here that they are still brought nearer and nearer to the divine revelation from on high, and may they learn to love Thy strength, Thy wisdom, Thy truth. May they be inspired by all that is revealed to them to take their part in this great world. May Thy truth and Thy wisdom spread from this house day by day and night by night for the blessing of the world. Amen.

After singing by the pupils, Mrs. Fifield said: "It is a great privilege that I have to present, for the first time in his official capacity on such an occasion, the President of the School Board, Mr. Henry D. Huggan.

ADDRESS OF MR. HENRY D. HUGGAN.

MADAM CHAIRMAN, LADIES AND GENTLEMEN: It is a very great pleasure for me to come here to-day to welcome you to the exercises of this interesting occasion, and to perform a duty incumbent upon me as the President of the School Committee. The custom on occasions of this kind has been for the President of the School Board to deliver the keys of the new building to the chairman of the committee in charge, and he in turn to present them to the master of the school, and he to transfer them to his successor in office, or to return them to the representative of the School Committee. But, after consultation with the Division Committee and the master of this school, it seems best to-day to give the keys directly to the principal in charge, which is merely a shorter way of accomplishing the end sought.

Before performing this pleasant duty, ladies and gentlemen, permit me to touch upon a few thoughts which occurred to me while coming here to-day.

I shall be very brief, for I know very well that you are anxious to hear from the speakers that are to follow.

This hour has been set apart by your Division Committee for the dedication of this building to the cause of education — a building which has been planned and erected for the benefit of the boys and girls of this school district, in whose training and in whose education we are all so deeply interested.

If these young people to-day could fully realize the large sum of money required to build, equip, and support an institution of this kind, and the vast amount of thought and energy put forth by the faithful and earnest teachers in carrying on its work, I know that they would show their appreciation by making the most of their opportunities and thus fit themselves for the duties and responsibilities that are sure to come.

I know, too, that there is nothing which would be more pleasing or more satisfactory to you, parents and friends, and to the large army of men and women who are interested in the moral and intellectual development of these pupils, than to have them perform their work well and become men and women of high character in this community.

Never before in the history of this city has there been such interest manifested by all the people in the welfare of our public schools as at the present day. Every effort is being put forth — everything possible is being done — for the comfort and moral and intellectual advancement of our children.

In every section of this city school accommodations are being provided, wherever required, as fast as the conditions will warrant. The best sites available are being selected for our school-houses; modern, commodious, and well-lighted buildings are being erected, with the most modern systems of heating and ventilation, with a view of having the most favorable conditions for the mental and physical growth of our boys and girls.

Moreover, we select able and well-equipped teachers for our schools, — men and women of culture and refinement, — who are a credit to the city of Boston.

With these facts before us, my friends, it seems to me that we have a great deal to be thankful for and much to encourage us in our efforts to advance the interests of our schools. Again, ladies and gentlemen, what a grand thought it is, that this building which we dedicate to-day to the cause of education is on such broad and liberal lines that all classes, without regard to race or creed, may enter it on equal footing, and become equal sharers in its benefits!

It is an institution where the poor man's son will receive the same consideration as the rich man's son — where they will sit side by side and each will learn to know the other better, and thus they will become broad-minded and considerate men, free from bigotry and prejudices — men who will be interested in the general welfare and

prosperity of the community in which they live, and loyal to the government and the institutions which have done so much for them.

What would our country be to-day, my friends, made up as it is of all classes from all over the globe, were it not for the influences of our educational institutions, which are moulding and assimilating these different elements, and thereby preparing them and fitting them for true American citizenship?

And furthermore, parents and friends, it seems to me that it should be an inspiration to every one of these boys and girls that the day chosen for this dedication — for these exercises — is the anniversary of the birth of the greatest man in our American history. A day which is set apart in all our schools for patriotic exercises, so that our young people may become imbued with the high character and good qualities of that distinguished man who was first in war, first in peace, and first in the hearts of his countrymen. It is eminently fitting, then, that this day should be selected to consecrate this beautiful building to a work which all great minds, and all honest and loyal citizens, from the time of Washington down to the present day, have held as sacred to every home in the land and invaluable to the maintenance and perpetuation of our American institutions. I congratulate you, parents, friends, and pupils, upon the completion of this splendid building, and I trust that all the boys and girls who enter it for instruction may become men and women of worth, and prove themselves loyal to their homes, loyal to their country, and loyal to their God.

Turning to Mr. Lancaster, the master of the school, Mr. Huggan continued :

Mr. Lancaster, in placing in your custody this magnificent building it gives me great pleasure as the President of the School Committee to say that every member of that body has the utmost confidence in your qualifications as master and teacher, and the highest respect for you as a moral and upright man. We know that to you a great trust is given — upon you will rest increased responsibilities in caring for the varied interests connected with your schools. This responsibility, however, we feel is not misplaced, and in the name of the School Board of Boston I congratulate the parents and the friends of this school that they are to have the services of one so worthy and so capable to direct the young minds that are to come under your charge for guidance and instruction.

Take these keys, then, Mr. Principal, and guard them faithfully. When you have finished your work as master of this district, transmit them to your successor or return them to the representative of the School Committee.

RESPONSE OF MR. EDWARD M. LANCASTER.

MR. PRESIDENT, LADIES AND GENTLEMEN: I receive from your hand, Mr. President, the keys of this new and splendid school building, with a due sense, I trust, of the honor thus conferred upon me. But it is not alone or chiefly that valuable property is placed within my custody. This simple act lays upon me a far graver responsibility, that of directing the education of the young in this large and growing community, during the most critical period of their lives. I say critical, for it is the character-forming period. It is safe to assert that at the age of graduation from the grammar school, such characteristics will have been developed, and in some measure established, as to indicate the general mould of the coming man or woman.

That these characteristics may be greatly modified, and sometimes wholly transformed, by the new conditions and environments of the after life, it is needless for me to say.

In performing my part in the exercises of this occasion, something may be expected of me in connection with educational work in the new school which I am called upon to administer. It was a great change when this school was moved from the ill-arranged, out-grown quarters in the old Stoughton to its well-arranged, commodious home in the new Gilbert Stuart, so beautiful in its proportions, so artistic in its decorations, so home-like in its furnishings, and so thoroughly equipped for the purpose for which it was built. Teachers and pupils alike appreciate and enjoy the better opportunities that have come to them. The former feel that increased dignity as well as responsibility has been given to their office. The latter show a better spirit in their daily conduct, and more interest in their studies.

While the new building was in course of construction, the administration of the new school to occupy it was constantly on my mind.

It was how to handle the increased numbers, utilize the larger teaching force, improve methods of instruction and government, and so lift the school to a higher plane of effort and attainment.

There are two principal ways of awakening the moral sense in children, and in both there must be a strong personal bond between teacher and pupil.

For instance, a teacher, by an earnest talk, can make the virtue of truthfulness appear very beautiful, and the vice of untruthfulness very detestable, to a whole class, but she will not in that way reach the particular children in that class who are untruthful. Preaching *en masse* on prevalent sins touches most keenly the consciences of the innocent, but goes over the heads or under the feet of the guilty. If a specific child is guilty of a specific vice, the teacher must sit down alone with

that child and speak directly to his conscience, and then the best success will come only where there exists a bond of sympathy or affection between the two.

The second way I will illustrate by relating an incident that occurred in this school a few weeks ago.

A lady, an utter stranger to me, called to see the new building. After showing her about, I invited her to sit down in some of the rooms. It afterwards appeared that she spent most of the time in the first room she entered. Coming to the office at the close, she expressed great pleasure at the visit, saying that she never saw children more quiet, happy, and busy in her life, and asked how the teacher secured such a state of things. I said to her substantially this:

“That teacher has woven a mystic web of influence around all those young hearts, and there is a little invisible thread running straight from her heart to each of theirs. You see she has simply got them by the heart, and that is the secret of her power.

Now, in such a room there is a moral atmosphere created by the moral power of the teacher.

The influence thus secured by her over the minds of the young, though noiseless as the passing of the light, is as permeating as the air we breathe, and as effective in holding in check their wayward impulses as would be cords of steel on hands or feet. It restrains thoughtlessness, curbs wilfulness, checks mischievousness, stimulates manliness and womanliness, awakens ambition, and kindles aspiration. In fine, it holds in steadiness the weaker, wavering moral natures of the young and silently but surely uplifts and upbuilds the whole youthful moral being. Under such a teacher good impulses will crystallize into settled principles, and passing incidents into fixed habits.

One day I went into a room a little while before recess and found the children in the most perfect order, and all gravely bending over their work.

“Where is your teacher?” I asked.

“She hasn’t come yet,” said a little girl.

Apprehensive that there might have been more or less disorder in the room, I called a girl I knew to be truthful into the corridor and questioned her. She said she hadn’t heard a whisper nor a laugh nor anything all the morning.

Every school man knows the difference between children prepared beforehand for the absence of their teacher by being put on their honor, and all that, and children unexpectedly finding themselves without a teacher and going on their honor of their own accord without watch or ward. It may have been simply that mystic web of influence with its little thread running to the teacher’s vacant chair, and holding them

true to their sense of duty; so it may be that a higher motive was beginning to take hold of those young hearts and prompting them to do right because it is right. It is but a step from doing right through personal influence and doing right from principle.

I have seen this moral power of the teacher just as marked in the upper as in the lower grades of a school. Incidents without number might be cited in illustration. I will mention only one. I entered an upper room one day after recess, — a room in which there was, year in and year out, a most beautiful spirit, — and said to the teacher, who was standing before her desk. “Master So-and-so has done so-and-so.” She turned her head in the direction of the boy and looked at him, first with a look of surprise, then a look of grief, and her lips trembled just a little. The guilty boy gave one quick look at that expressive face, and his head went down on his hands like lead, and he fairly shook with the effort to hide his feelings. I turned and left the room without another word, feeling rather guilty myself. Now, what was there behind that little scene that passed almost in a breath?

More than one honor and conscience conference in a quiet hour alone between those two. There was a perfect understanding between them, and on the one had come sudden disappointment and on the other swift contrition.

Oh, the joy of that teacher's life, and satisfaction with her calling, who, enshrined in the affections of her children, leads willing feet along the pleasant walks of learning and of virtue, and up the rugged path to that high and noble plane of self-control and self-government!

And oh, the misery of that teacher's existence, and disgust with her calling, who, destitute of the power to win or control, fights for her life all day amidst rebellious battalions, at last ready to cry out, as did Wellington on the fateful field of Waterloo on that sad Sabbath afternoon in June, “Oh, that night or Blucher would come!”

The teacher's standard of effort and attainment must be high. She must exemplify in her own person those qualities of character she seeks to implant in the minds of her pupils. Good manners are the very vestibule to the house of good morals. Courtesy of manners leads to kindness of heart, to respect for the rights of others, and to deference for one's elders and superiors. Refinement of manners is the open door to refinement of feeling. A teacher should be scrupulously polite to her children, and refined in her manners and speech in their presence, if she would teach them that most beautiful trait of character, unvarying courtesy.

There is another point of view from which I wish to speak of character in connection with education.

Considering the public school as an institution of the State, what does

the State expect and require as its ultimate product? It has been answered a thousand times — “Good citizens.”

I assume without hesitation that the adjective “good” is not to be taken in a negative sense, that citizens shall not become a public charge or the avowed enemies of law and order, but in that positive sense that they shall contribute to the full extent of their ability and opportunity to the prosperity and perpetuity of the State — that they shall be self-supporting, law-abiding, tax-paying citizens.

A system of education that, in its normal workings, produced a quick and accurate accountant, only to make him an expert thief in the bank or counting-room; an accomplished draughtsman, only to make him a skilful counterfeiter of the public money or forger of a business signature; a master of the English tongue either with pen or on the platform, only to make him a gifted advocate of socialism, anarchism, or infidelity, would be a parody on a system of public education. No, the State expects as a product of its public schools men and women of integrity, purity, and patriotism.

The school curriculum deals chiefly with the branches of learning or technical education, for moral culture or character-building cannot be divided into sections and parcelled out into grades. In so much as character is the highest possible qualification for citizenship, its cultivation in the young should be the first and principal aim of the public school. There are three distinct results to be secured through any educational system — the accumulation of knowledge, the development of the intellect, and the making of character: and they stand in just the order named in relative importance.

Mere knowledge is of little value, if, during its acquisition, the reasoning faculties have not been properly developed and the spirit of investigation aroused, and neither intellect nor knowledge will be of the highest value to the individual or the State, unless there be superadded thereto that essence of all worth in either manhood or womanhood — *character*.

If I were to give a definition of the ideal citizen, such as the State contemplates as a product of the public school, I should say, he is one in whom character dominates the intellect in the appropriation and use of knowledge for the best good of the individual and the community.

But of these characteristics, knowledge, intellect, character, character stands as the culmination and the climax. It rises above all other qualities of the ideal man as the mountain-top towers above surrounding hills. It is the crowning glory of man's highest aspiration, attainment, development; without it, at his worst, man is but little above the brutes; with it, at his best, man is but little lower than the angels.

There is no place in all the world for a characterless man. He is a

bane and a pest in the social world, a scourge and destroyer of confidence in the business world, and a corrupter of the public morals, a demagogue, in the political world. History itself is, in part, but a sad and dreary record of the lives of great but characterless men — a record of shining genius wasted in sensuous living, of matchless powers prostituted to the basest uses, of towering greatness grovelling in the grasp of unhallowed passion or ambition. Though immortalized on the historic page, they will be forever remembered only to be forever lamented.

Life is often likened unto a sea.

Looking down the long receding line of the past, its treacherous shore is thickly dotted with fitful beacon lights, marking not so much the courses that are safe and sure, as the rocks and shoals on which characterless mariners have stranded.

Public sentiment in our country is in a state of perpetual restlessness and fever on the subject of public education, always demanding something better. Our leading educators everywhere are in a perpetual study after improved educational methods and systems. "The departmental system," and what is called the "enrichment of the grammar school course of study," are only the results of this tireless research — a reaching out and up to higher attainment.

Why is it? I know of but one answer. There is a universal and perpetual demand for progress and improvement in the public school system, to the end that its grand and ultimate product, a better, purer, and more patriotic citizenship, may be secured thereby.

Why is it that the State has reached down deeper into the homes and almost taken the babe from its mother's arms, and placed it in training in the kindergarten? Certainly not for the technical knowledge it will acquire at that early age.

It is that the tender twig may be bent aright and nurtured to healthful growth, to the end that the matured and symmetrical tree may bear the finest and the fairest fruit, evenly balanced and well rounded character.

Why is it that our goodly State has increased the number and efficiency of its fitting schools, improved the character of its supervision, enlarged the courses of study, raised the standard of qualifications for teachers, and erected more and more costly school buildings, furnished with every possible educational appliance?

It is that the standard of attainment may be raised in all its communities, to the end that Massachusetts, in the type of its manhood and womanhood, may still stand preëminent among her sister States.

Why is it that the National Government by grants and enactments has sought in every way within the scope of its constitutional powers to extend the public school system to every part of its wide domain? It is that in the grand march of the nations towards a higher civilization,

America, in that element that constitutes the highest national greatness and glory, an enlightened and patriotic citizenship, may stand forever in the van.

The chambers of the soul of a true artist are hung with many a conception of the beautiful and grand in art and nature.

To represent such a conception on the surface of the canvas, clothing the material form with all the characteristics of the inward ideal is the artist's inspiration.

And when, at last, the unmeaning canvas has vanished into space or night, and in the dim forefront, like a being called into existence by the magician's art, the soul-conception of the artist stands forth "a thing of beauty and a joy forever," that is the artist's triumph.

It is written that when Gilbert Stuart looked into the face of Washington, whose portrait he was to paint, he was so overcome with emotion that he could not proceed.

Why was Stuart so deeply affected? Thousands upon thousands had looked into Washington's face without unusual emotion. If I understand the artist genius aright, its power to see and comprehend the spiritual, Gilbert Stuart, looking into the face of Washington, comprehended the majesty and sublimity of his character as no man had ever done before. The comprehension was inspiration, the transfiguration sublime.

In one sense the artist paints for time. The splendor of the genius of a Stuart will illumine the ages till time shall be no more, and he shall be a living inspiration to all who come after him, but the portraits which he painted will grow dim with age, and at last fade utterly away, and the very fabric which was the repository of his grandest achievement will crumble and mix with the dust of the earth.

The teacher paints for eternity. Every touch of his brush that adds lasting purity to a youthful heart, that kindles enduring aspiration in a youthful mind, that awakens conscience to sleepless watchfulness in the youthful moral nature, is indestructible, for he paints not on crumbling canvas nor in fading colors, but in tints divine on the imperishable tablets of immortal souls.

After singing by the pupils, Mrs. Fifield said: "You will notice by your programs that this dedication is somewhat unique. For the first time, owing to the persistence of a recent member of the Board, himself an artist, the walls of this entire school-house have been decorated under the guidance of an artistic eye. I am sorry that he is not here

to-day. It is also a great regret that I cannot now introduce to you Mr. Ross Turner, who was to present some pictures to this school. Among the first, however, to advise the adornment of our public school buildings is the Gilbert Stuart Fund Association. In each grammar school this association has placed a picture of Washington, and I have the pleasure this afternoon of presenting to you the secretary, Mr. Frank T. Robinson."

ADDRESS OF MR. FRANK T. ROBINSON.

MADAM CHAIRMAN, LADIES AND GENTLEMEN: In ancient Greece superior artists in painting and sculpture and the most humble craft were distinguished by the surname Godlike. This was their *Prix de Rome*. Thus by merited award, encouragement, and emulation Greece became a nation of connoisseurs.

We know to this day of Thearion the baker, of Peron who made the fragrant ointment, of the great aqueduct builder, of him who brought Pentelic marble into tiles, and so on. These, along with the sculptors, really achieved immortality.

Such was the enthusiasm and spirit of that perfected race, and our work to-day is the initial step in America in just the same line as was performed by these remarkable creators.

We are assembled to do honor to the memory of a great American genius in art — Gilbert Stuart, the artist-painter. He was, really, our first-born eminent painter of lasting qualities, and he has not yet been excelled as a colorist, or in the discernment of the soul as it permeates the subtle flesh.

His father was a Scotchman, a follower of the Pretender, Charles Edward; his English mother, a Loyalist of pronounced views. He was the third and last child of this union, and was born at Narragansett, R.I., Dec. 3, 1755. He inherited his art qualities from his mother, his father being a sterling, practical man of business — a snuff-grinder.

Of his early days little is known save that he utilized all the blank space available on the barns and fences in the vicinity of his home whereon to picture with chalk his æsthetic fancies.

At thirteen he painted two portraits, now located in the Redwood Library at Newport, R.I. At fifteen he went to Glasgow, where he studied in the university, after which he returned and met with some success at Newport, painting a few local social lights.

In the spring of 1775 he sailed for London, and at twenty-two was

domiciled with Benjamin West. Here, with the student and revolutionary patriot, Colonel Trumbull, he worked and studied, gaining the desired and needed extras by composing music and playing the organ in a country church. He was modest, as genius ever is, and, lacking in the politic manners of West, his progress among people was slow yet sure.

When his knowledge ripened he ventured successfully among the refined and wealthy. From obscurity he emerged a master, and being the companion of Sir Joshua Reynolds, his *entrée* among the nobility was assured, and before he was thirty-five he had painted from sittings the portraits of King George III. of England and King Louis XIV. of France, besides a long list of eminent statesmen and distinguished ladies.

Tradition and meagre biography, as well as history, declare what we must believe, by comparing his work with his contemporaries, that there was no honor, even that of the presidency of the Royal Academy, that Stuart could not have attained.

But Stuart was an American, and he felt that his duty was to his country first, and honors second. His sole ambition was to paint Washington and the heroes of the Continental Army and Navy, and nothing could dissuade him from his resolution to live the rest of his life in America.

Immediately upon landing in his native land, 1793, he visited Philadelphia, where Congress was then in session. Here, after being presented to Washington, he painted the now world-wide celebrated portraits of the "Father of his Country."

In 1803 he removed to Washington, and two years later he opened his studio in Boston. The locations of his studios here are as follows: 1809, Washington street; 1810, Common street; 1813, Devonshire street and Fort Hill; 1816 to 1826, Washington street; 1826, '27, and '28, at 59 Essex street, where he died in poverty. His remains were taken care of by charitable friends and placed in a tomb on Boston Common, where for sixty-nine years he has rested without a mark to designate his lowly narrow cell.

Just here it may be well to give a partial list of the works of Stuart that link the political, social, and war history of the late eighteenth and early nineteenth centuries of at least three great nations. Among the most distinguished foreign portraits are those of Lords Farnham, Fitzgerald, Fitzgibbon, Erskine, the Duke of Northumberland and children, Sir Alec Grant and family, Sir Joshua Reynolds, Benjamin West, Madame and Jerome Bonaparte, Archbishop Carroll, Lady Charlotte Clive, Sir Edward Thornton, and numerous other dignitaries of the Old World.

In our own country we have from his brush the finest results of a splendid art, and I mention only a few of the most notable portraits: John Quincy Adams, Commodore Isaac and General William Hull; Presidents Jefferson, Adams, Madison, and Monroe; General Henry Lee, who was the first to utter the words of tribute to General Washington, that he was "first in war, first in peace, and first in the hearts of his countrymen;" Commodore Maedonough, Chief-Justice McKean, General Thomas Mifflin, Historian Motley, Judge Stephen Jones, Commodores Bainbridge, Cheney, Decatur, Perry; Admirals Barrington, Baker, and Coffin; Generals Clarkson, Cobb, Dearborn, Horace Binney; Governors Cobb, Phillips, Sargent, and Sullivan; Artist J. S. Copley; Hon. Harrison Gray Otis and wife, Hon. Robert Treat Paine, Judge Prescott, Mr. and Mrs. Paul Revere, Mr. and Mrs. David Sears, Historian Jared Sparks, William Tudor, Daniel Webster, Edward Forrest, the Kembles, Nicholas and Thomas Boylston, after whom Boylston street, Boston, was named, and a host of other important personages of the time, both male and female.

It is recorded that Stuart painted upward of six hundred portraits.

The esteem in which Stuart was held was well expressed by Washington Allston, who wrote his obituary for the Boston "Advertiser," in July, 1727. I give abstracts here which clearly set forth Stuart's character and ability:

"Gilbert Stuart was not only one of the first painters of his time, but must have been admitted by all who had an opportunity of knowing him to have been even out of his art an extraordinary man, — one who would have found distinction easy in any other profession or walk of life. His mind was of a strong and original cast, his perceptions as clear as they were just, and in the power of illustration he has rarely been equalled. On almost every subject, more especially on such as were connected with his art, his conversation was marked by wisdom and knowledge, while the uncommon precision and elegance of his language seemed even to receive an additional grace from his manner, which was that of a well-bred gentleman. The narrations and anecdotes with which his knowledge of men of the world had stored his memory, and which he often gave with great beauty and dramatic effect, were not unfrequently employed by Mr. Stuart in a way and with an address peculiar to himself. From this store it was his custom to draw largely while occupied with his sitters, apparently for their amusement, but his object was rather, by thus banishing all restraint, to call forth, if possible, some voluntary traits of the natural character. But these glimpses of character, mixed as they are in all men with so much that belongs to their age and associates, would be of but little use to an ordinary observer, for the faculty of distinguishing between

the accidental and the permanent — in other words, between the conventional expression which arises from manners and the more subtle indication of the individual mind — is indeed no common one; and by no one with whom we are acquainted was this faculty possessed in so remarkable a degree. It was this which enabled him to animate his canvas, not with the appearance of mere general life, but with that peculiar, distinctive life which separates the humblest individual from his kind.

“Are not his portraits, as we of to-day study them, portraits of people that have lived, who have influenced and shaped history? Old Judge Jones, as seen in his portrait at the Art Museum, is a marvel of life, color, and character. It is a creation — it is an individual — and would hang beside any master of the Old World and not lose its color or spiritual relations. Were other evidence wanting, this talent alone were sufficient to establish his claims as a man of genius, since it is the privilege of genius alone to measure at once the highest and the lowest. In his happiest efforts no one ever surpassed him in embodying (if we may so speak) these transient apparitions of the soul.

“In a word, Gilbert Stuart was, in its widest sense, a philosopher in his art; he thoroughly understood its principles, as his works bear witness, whether as to the harmony of colors or of lines, or of light and shadow, — showing that exquisite sense of a whole which only a man of genius can realize and embody. . . .

“He never suffered the manliness of his nature to darken with the least shadow of jealousy; but where praise was due he gave it freely, and gave it, too, with a grace which showed that, loving excellence for its own sake, he had a pleasure in praising. To the younger artists he was uniformly kind and indulgent, and most liberal of his advice, which no one ever properly asked but he received in a manner no less courteous than impressive.”

Speaking of Stuart's portrait of Washington, Allston says:

“And well has his ambition been justified in the sublime head he has left us; a nobler personification of wisdom and goodness, reposing in the majesty of a serene countenance, is not to be found on canvas.”

Truly was it said of Stuart that “A great man had passed from earth,” but he bequeathed to us what is paramount to power, — since no power can command it, — the rich inheritance of his fame.

For the first time since Stuart's death we find in the dedication of this noble school, which bears his name, a public recognition of his achievements. This is in accord with the highest standards of civilization — we must make prominent the character and works of our men of art.

Where we stand Stuart's name is to become familiar to the children, and they, as time goes on, will become as little helps to perpetuate his

fame, until at last, from his present obscurity, his great creative power, coupled always with his name, shall become as well known and revered as that of any man of equal gifts whom the nation has produced. Stuart must become national.

At the conclusion of Mr. Robinson's address the pupils sang a selection from "The Redemption."

Mrs. Fifield then said: "The pleasant duty of accepting these gifts has been assigned to one who needs no introduction to you. While he is interested in every school in Boston, I am sure that a good part of his interest is in the old Stoughton District, where his own children went to school."

ADDRESS OF MR. I. AUSTIN BASSETT.

MADAM CHAIRMAN: It is a pleasant service that has been intrusted to me, to receive, in behalf of the Ninth Division of the Boston School Committee, these beautiful gifts, and to make, so far as I may be able, such acknowledgment as shall express our grateful recognition of their value, and our appreciation of the generosity of the many kind friends who have thus made our hearts glad. Permit me to extend to you, sir [addressing Mr. Robinson], and through you to the members of the fraternity you represent, thanks from the warmest depths of our hearts, and to testify, so far as spoken words may, our gratitude to you for your thoughtful kindness. Not alone do the members of the Ninth Division thank you, but the citizens of Dorchester extend through me their thanks for the honor you have thus conferred upon us and upon one of the school-houses of which we are so justly proud. Upon you, Mr. Lancaster, as the master of this school, do we place the charge of caring for and protecting these treasures. May they be to you and your associate teachers a daily inspiration, and to the children under your charge an influence that shall be elevating, purifying, and ennobling, reënforcing and sealing within their minds and hearts the practical instruction they here receive, and bringing into their lives such ambitions and aspirations as shall mould their characters into fitness for the duties and responsibilities of American citizenship.

There is to me a charm surrounding us this afternoon, making this service of dedication an almost holy one. Our tender patriotic love for the Father of our Country is fanned into a brighter, holier flame upon this the anniversary of his birth. Is it not fitting that we associate his name with that of one of the most eminent among modern painters, a man who was his friend, and who, through his divine gift, has pre-

served for us, and for future generations, not only the lineaments of his face, but the soul, the character, that illumined it, and on this twenty-second day of February, the anniversary of the birth of his great patron, dedicate this building to the memory, and by the name, of Gilbert Stuart, and place within its walls the face so dear to him and to us?

Is it not fitting that a school-house bearing such a name should be a gallery of art, that the faces of illustrious men and women, views of historic scenes and notable events, busts of heroes, patriots, poets, statesmen, and scholars, should greet the eye on every hand, making the very atmosphere alive with memories of devotion, consecration, and heroism?

As we have, in anticipation of our service this afternoon, wandered through hall and class-rooms of this beautiful temple of education, noting its completeness of appointment for the purposes to which we now dedicate it, have not the thoughts of many of us gone back in retrospect to the birthday and birthplace of the public school? Very dear to the citizens of Dorchester — her children, whether by birth or adoption — is the public school, for within *her* borders, it is justly claimed, was established the “first public school in the world supported by direct taxation or assessment on the inhabitants of the town.” I wish we had, that we might hang upon these walls, a picture of this first school-house, that the children might have a perpetual reminder of the great privilege bequeathed to them by the fathers, and at the same time contrast the conveniences of opportunity which they enjoy with those of two hundred and fifty years ago. This may not be, nor can the second building be pictured to you, except in the meagre sketch of exterior and interior that has been discovered in the records. I borrow, in description, the words of our neighbor and devoted friend of schools, Mr. Richard C. Humphreys: “In 1694 the town of Dorchester contracted with John Trescott to build a school-house twenty feet long by nineteen feet wide, for the sum of \$107.36. Just think for a moment! A whole school-house complete for \$107.36. Not much chance for a ‘job’ *there* for the town officers. This was a low, one-story, pitched-roof, one-room building, not so large as one of our ordinary school-rooms. On three sides of the room a board was fastened for the boys to sit on, and in front of this a bench, and on the other side of the bench another raised board, so that the boys had to face each other while studying. The other end of the building was nearly all taken up in doorway, and fireplace so large that a five-foot log could be burned in it.” You will note that Mr. Humphreys does not say “boys and girls,” but only the boys. It is recorded “That on the 30th day of May, 1639 (New Style), the inhabitants of this town in general town-meeting assembled did vote to

impose a tax of twenty pounds a year forever upon Thomson's Island," to be paid "by every person that hath propertie in said Island, and this toward the maintenance of a school in Dorchester, and to be paid yearly to such a schoolmaster as shall undertake to teach English, Latine, and other tongues, and also writing. The said schoolmaster to be chosen from tyme to tyme by the freemen, and it is left to the discretion of the elders and the seven men for the tyme being whether maydes shall be taught with the boys or not." But the public sentiment was not ripe for granting such privileges to the "maydes," and, as a matter of fact, it was not until 1784, when we had secured independence from Great Britain, that "such girls as can read the Psalter" were permitted to attend a grammar school, and then only "from the 1st of June to the 1st of October."

If this was a session of the Gilbert Stuart School, and the children were gathered here with their teachers, I would like to ask them why we hang these pictures upon the walls — why we place the heads of mythological characters where they shall confront us, with the strong rugged features of the gods as they appeared to the imagination of the ancient Greeks and Romans, or the softer lines of the poets and philosophers, or the queen of love and beauty. Doubtless you would reply, "To make the rooms look more attractive, more beautiful and home-like; so that we may know how persons and places that we have never seen or visited look." All very true; we all love beauty; we like to be surrounded with pleasant, attractive things. We like to know how places we have never seen look. We like to be able to recognize distinguished people. But for you who are now in your youth, laying the foundation for the great and practical study of life in its active experience, is there not more than pleasure, the gratification of the senses, in the presence of these works of art? Are they not studies? Do they not represent to you years of patient, persevering labor and application? Are they not to you sources of great encouragement as well? Incentives and stimulus when discouraged, or disappointed, or overcome when you thought that success was all but achieved? Think you that the skill that has resulted in these treasures was the outcome of a sudden impulse, and not as the fruition of an intense earnestness, persistently and unremittingly continued year after year?

The painter stands before his canvas with brush in hand. The colors are arranged upon the palette: the white and the yellow, the vermilion and the blue; all the accessories are at command; but where is the picture? The sculptor stands beside the shapeless stone. All mechanical appliances are near at hand: the mallet and the chisels, the compasses and the rules; but where is the statue?

“What grace and glory from these blocks shall spring!
What light shall clothe them in a little while!
This shapeless block, in beauty blossoming,
Shall breathe high thoughts or wear an angel’s smile.”

So are your lives and mine, at their opening, like the canvas or the unwrought marble, waiting for the imprint of influence or education that shall make them beautiful or otherwise, as those influences are uplifting or degrading. Upon you, young men and maidens, upon you, teachers, upon us all who in any manner are connected with the interests of education, a great responsibility rests.

“When all have done their utmost, surely he
Hath given the best who gives a character
Erect and constant, which nor any shock
Of loosened elements, nor the forceful sea
Of flowing or of ebbing fates, can stir
From its deep bases in the living rock
Of ancient manhood’s sweet security.”

Following a song by the pupils of the school Mrs. Fitch said :

“We will now listen to a short address from one to whom all the schools belong, Mr. Seaver, our Superintendent.”

ADDRESS OF MR. EDWIN P. SEAVER.

MADAM CHAIRMAN, LADIES AND GENTLEMEN: There has been so much said already that I ought to occupy your time but a few moments, and I promise you that I will be as brief as I can. But I want to say a word or two on the significance of this occasion. When Mr. Bassett spoke of the little school-house that according to the dimensions was hardly bigger than this platform and cost one hundred and seven dollars and some odd cents, it struck me that Dorchester in that day did as much in proportion to the means of that day as the city of Boston has done to-day. Large and beautiful as is the building which is provided for you to go to school in now, I say that the little school-house in that early day may have been just as large. Or, to put it the other way, there was then, as there is now, a disposition in our people to do the very best that can be done, the very best that their means afford, for education. That little school-house years ago was a proof of it. And this beautiful school-house is a proof of it. I want to say that probably nothing more effective for good results in this school district could be done by

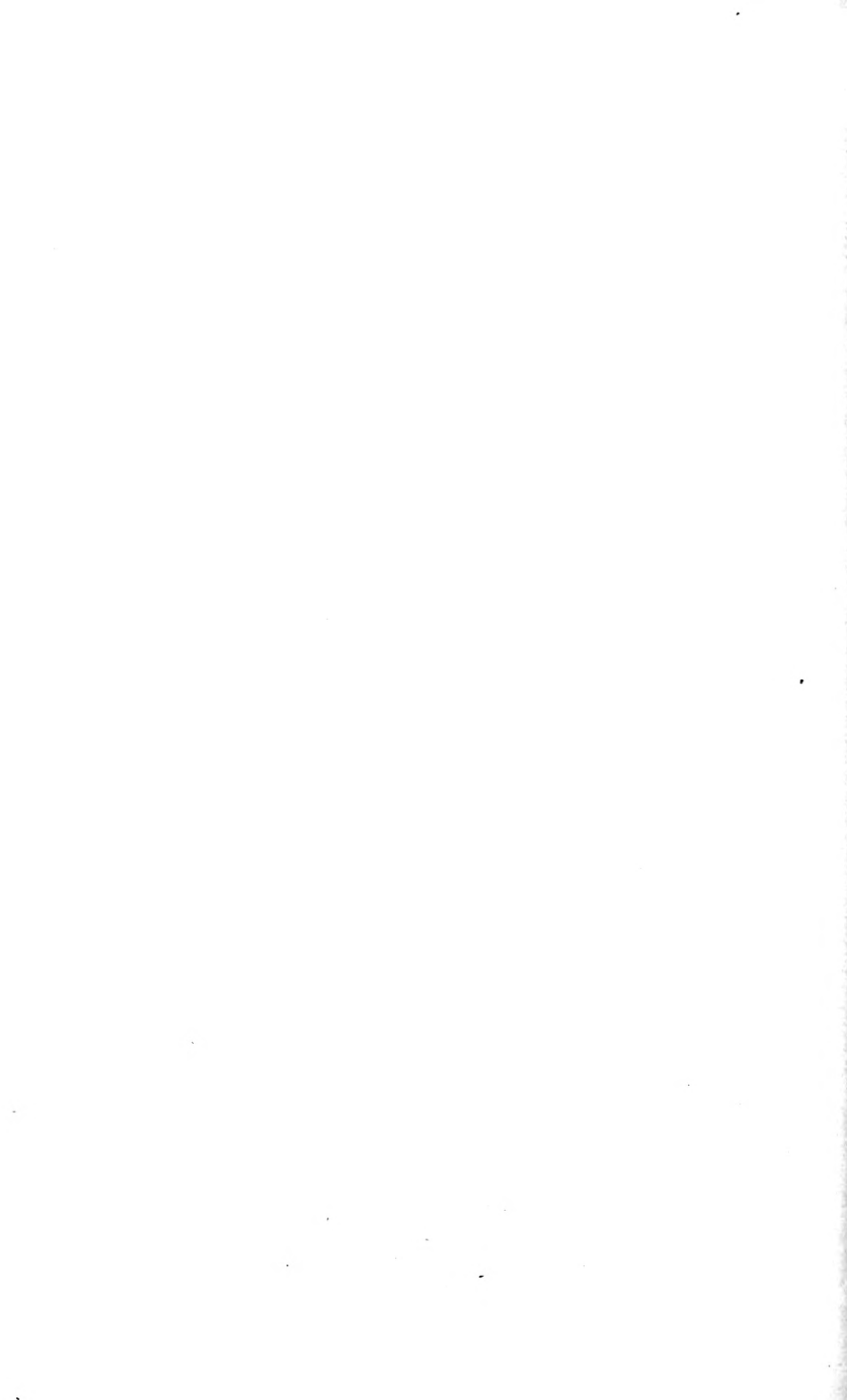
the citizens, the men and the women, the fathers and the mothers, who live here, than by keeping alive your interest in the school by coming here to see its work, not merely on special days when the boys and girls have some special work they like to have you see, but every day. There has been found to be in many towns a very effectual means of keeping this interest in the school alive in the neighborhood, and that is to form a school society, to meet once in every few weeks — perhaps in the school-house hall — for entertainment, the centre of interest being the school; for that is the one institution in which all the people in the neighborhood are alike interested, where they meet on the same platform — love for their children, and support of the institution in which their children are to be educated.

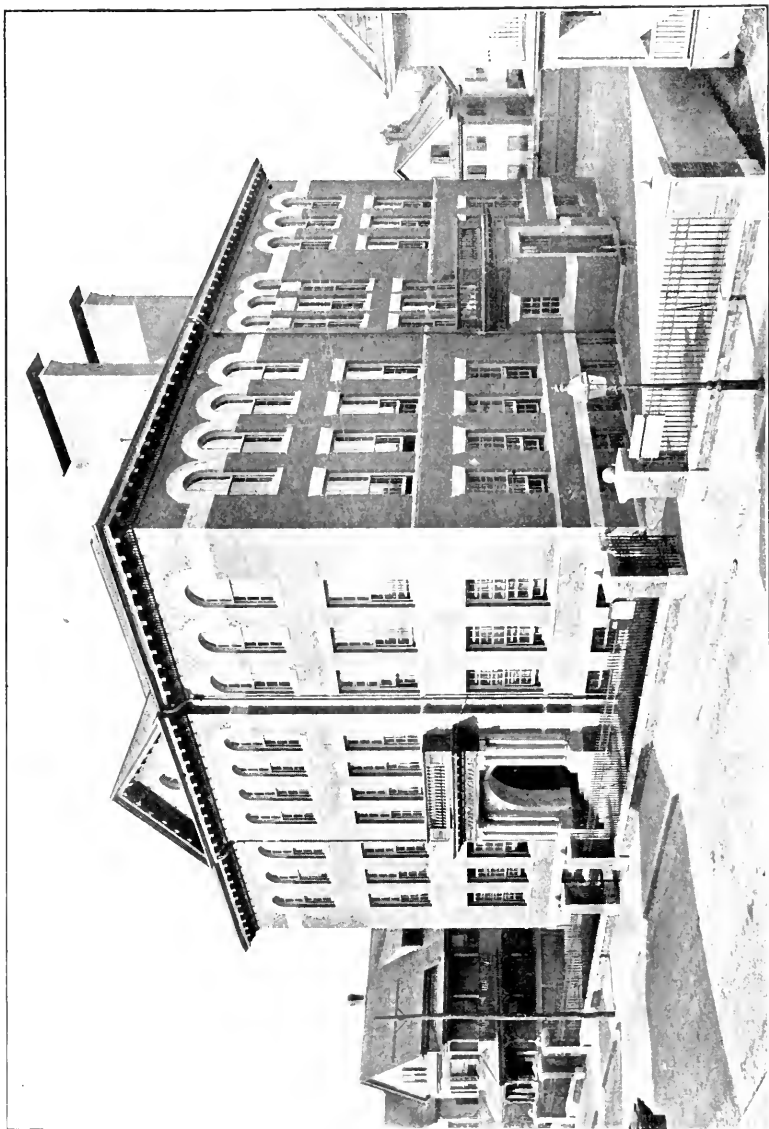
Mr. Richard C. Humphreys and Supervisor Robert C. Metcalf followed with brief addresses, and the exercises were brought to a close by the singing of "America" by the entire audience.

DEDICATION

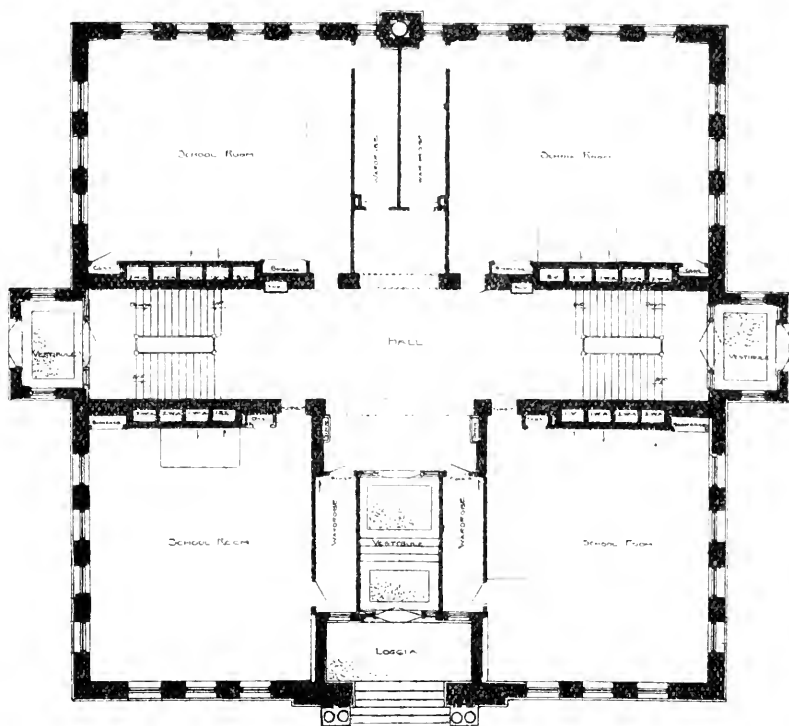
OF THE

ROGER CLAP SCHOOL-HOUSE.



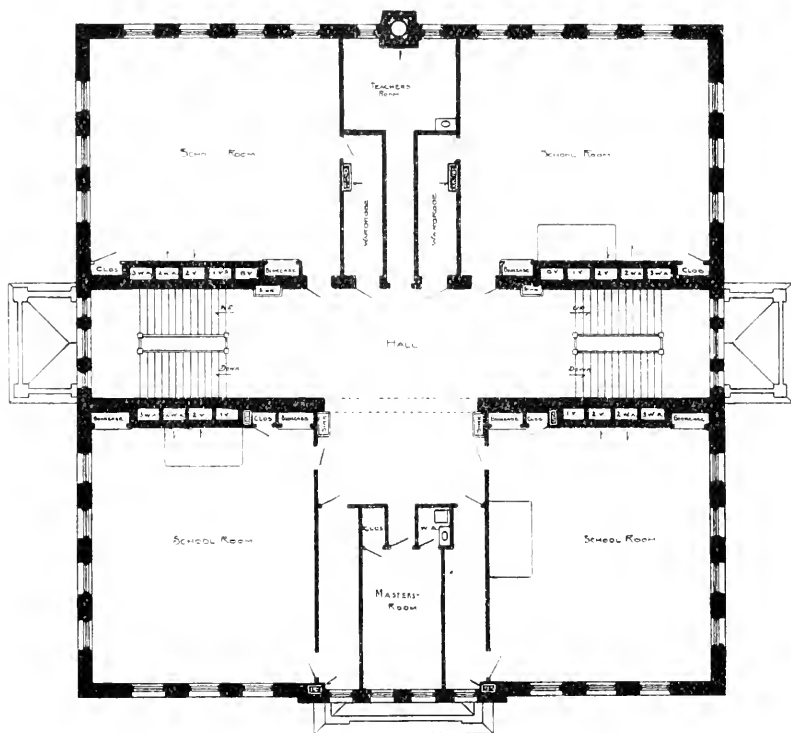


ROGER CLAP SCHOOL-HOUSE.



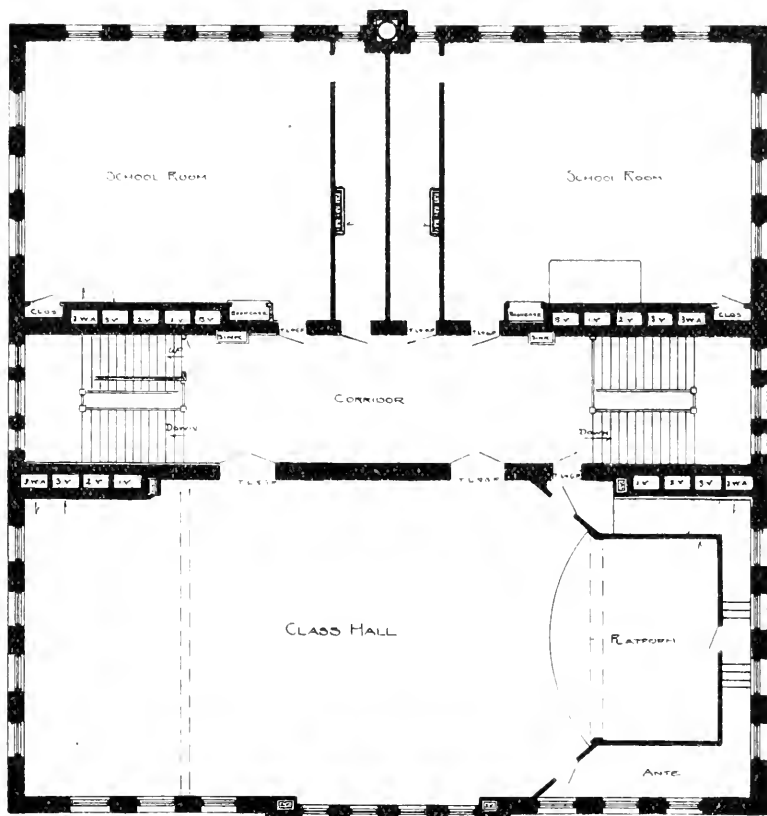
ROGER CLAP SCHOOL-HOUSE.

Plan of First Floor.



ROGER CLAP SCHOOL-HOUSE.

Plan of Second Floor.



ROGER CLAP SCHOOL-HOUSE.

Plan of Third Floor.



ROGER CLAP SCHOOL-HOUSE.

A description of this school-house is given in the Annual School Report for 1896.

DEDICATION.

The dedication of the Roger Clap School-house took place on Monday, April 19, 1897, beginning at 2.30 P.M., under the direction of the Committee on the Ninth Division, consisting of Emily A. Fifield, chairman, Messrs. I. Austin Bassett, Samuel H. Calderwood, M.D., Archibald T. Davison, M.D., and Thomas F. Strange.

The event was one of the pleasantest of its kind ever held in Dorchester. The platform of the hall where the ceremonies were held was beautifully decorated with potted plants and flowers and brave with bunting in the national colors. The flag presented by the pupils floated from the flag-staff in the yard.

On the platform were Mrs. Emily A. Fifield, I. Austin Bassett, Henry D. Huggan, Samuel I. Hubbard, Francis L. Coolidge, and Samuel H. Calderwood, representing the School Board; Gen. Curtis Guild, Rev. E. R. Shippen, Senator Charles E. Folsom, John J. May, Richard C. Humphreys, William B. Trask, and others. Mrs. Emily A. Fifield, chairman of Ninth Division Committee, presided.

After the invocation by Rev. Mr. Shippen and singing by the pupils, Mrs. Fifield delivered the following address of welcome :

ADDRESS OF MRS. EMILY A. FIFIELD.

LADIES AND GENTLEMEN, AND PUPILS OF THE ROGER CLAP SCHOOL :
We are told that when Samuel Adams heard the first shots of the British

on Lexington green on that famous 19th of April, so long ago, he exclaimed with rapture, "Oh! what a glorious day!" I feel sure there is no one of us who could not repeat the words with the same fervor, thankful for all that day has brought us, and grateful that in these troublous times we are American citizens, living in a peaceful and prosperous republic.

It is not drum-beat and bugle-call that has brought us together to-day. We come here to honor a man, one of a little company who helped to make this day what it is and this country what it is, and, as residents of this ancient town of Dorchester, to commemorate his virtues, his public spirit, and his love of education, which is our bulwark and strength.

We owe a debt of gratitude to those far-seeing men of early years, whose clear outlook enabled them to perceive that a wide diffusion of knowledge was the only true security for a well-regulated liberty. That knowledge was power they firmly believed, and that only by the education of the young could the land of their adoption grow in strength and greatness.

More than a century before the eventful 19th of April that gave us Patriots' Day, the first little school-house was built in Dorchester, and as early as 1642 the General Court of Massachusetts required the town authorities to see that every child should be properly educated. That requirement has always been in force, and to-day it is my delightful privilege to welcome you to the dedication of the twenty-eighth school-house now occupied in Dorchester.

The men who established the town meeting and the public school have long ago passed on. May their vision of the needs of the coming centuries and their wisdom in planning for the future be our inheritance.

I bid you welcome to the Roger Clap School.

After singing by the pupils, Mr. Henry D. Huggan, President of the Boston School Committee, spoke as follows :

ADDRESS OF MR. HENRY D. HUGGAN.

MADAM CHAIRMAN, LADIES AND GENTLEMEN: I am here to-day simply to perform an official duty. Yet I consider it a great privilege to have this opportunity of saying a few words to the parents and friends here assembled. The completion and occupancy of a school building are always matters of interest and importance to every person interested in the education and welfare of our children.

This school-house, my friends, has been built according to the plans and specifications, with all the modern appliances and conveniences, and has been accepted by the School Committee as complete and satisfactory.

This institution, then, ladies and gentlemen, stands here to-day free from all incumbrances, with a corps of well-qualified teachers to carry on its work, provided with ample supplies for the pupils, supported by a loyal people, and backed by the city of Boston.

What better conditions, then, could be desired for the training and development of our young people than we find in this building to-day? It would seem as though everything that the ingenuity of man could devise has been provided in this new edifice for our children, so that they may receive the broad and useful training that the age in which we live demands. And this, my friends, is just what the city of Boston is striving to do — to give to her children such accommodations and such facilities as will enable them to make the most of themselves and become cultivated and enlightened citizens. It has been said that the prosperity of a country does not depend upon the abundance of its revenues, nor on the strength of its fortifications, nor in the beauty of its public buildings, but it consists in the number of its cultivated citizens, its men of education, enlightenment, and character. Here are to be found its true interests, its chief strength, its real power.

While sitting here looking into the interesting faces of these boys and girls in whose interests we have met to-day, my thoughts wander away back to the school-days of our fathers. I pictured in my mind the old-fashioned school-house with its crude walls and low ceiling, its poor ventilation and chilly atmosphere, its uncomfortable seats and its small windows which prevented almost the sunlight of heaven from entering its cheerless rooms. I thought also of the scarcity and the cost of the books in those days, and the great sacrifice that had to be made in order that the children receive an education. In contrast to that I looked at our surroundings to-day. I viewed this magnificent structure, whose architectural beauty is interesting and instructive, and the internal appointments of which are in keeping with the modern and advanced age in which we live. I thought of the free instruction provided by this city, the generous appropriations which are made for school purposes, the new methods that are being tried, the new courses of study introduced from time to time, with a view of giving to our children the best to be had, and to the city, the State, and the country the best and highest type of manhood and womanhood.

I thought, too, of the large number of men and women of high intellectual attainments whose lives are devoted to our children's interests, and to the uplifting and upbuilding of society. The thought then occurred to me, Does all this pay? Does it pay the city of Boston to spend so much money for the education of her children? Does it pay this large army of men and women to give their lives to educational work? It does pay, my friends, to give our boys and our girls the best

we can afford for their training and education. It pays because the training of the body and mind is essential to every one's well being and to the highest and best citizenship. It pays because it makes men broader minded, more considerate, and more tolerant, and breaks down the narrow lines of bigotry and prejudice, and thus elevates society and makes the world better. It pays because it enables men to think and to act for themselves, and furnishes the necessary education, the capital, with which to get a start in life. It pays because it gives moral and intellectual power and strength to every boy and girl in whatever position they may be placed.

These, then, my friends, are the considerations that stimulate men and women to give their lives and their means to educational work, and these are the considerations that bring us together to-day to dedicate this beautiful building to educational purposes, and to join in hearty congratulations that our young people are so well provided with the comforts and conditions which are conducive to good health and high intellectual development.

Imagine, my friends, if some of the great men whose lives we love to study, and whose characters we hold up as a guide to our young people, could come to life again and visit our Boston schools, what changes they would see!—what improvements they would notice!

They would tell these boys and girls that there are fifty chances to-day to one of fifty years ago to receive an education, and to advance along any line in life.

They would say to them, “Look at your Boston day and evening schools, which are unsurpassed in the whole world, where you may go without money and without price, and receive an education which will be invaluable to every one of you all through your lives.” They would also point to our public libraries with their thousands of volumes of the best literature of the world, free to every one who wishes to take advantage of them. They would refer to the daily press as a powerful factor in moulding public opinion and furnishing the thoughts and views of the most advanced thinkers on all the leading questions of the day, and they would join with the friends of education in congratulating these boys and girls that their advantages are so great and their prospects so good for successful and happy lives.

I cannot conclude these thoughts in any better way than by quoting the words of Abraham Lincoln, which he used on a memorable occasion, just before he took up the duties and responsibilities of public office. He said: “Fathers and mothers, give your children a chance to go to school. Encourage them to take advantage of the opportunities within their reach, to fit themselves for the activities and duties of life, so that if there should come a time alone, with no one to help them,

they will be able to make their own way, and not be handicapped for want of an education."

Addressing Mr. Horne, the master of the school, Mr. Huggan continued:

Mr. Horne, in delivering the keys to you it is needless for me to say how highly you are respected, or how much esteemed by the School Committee of Boston and the parents of this district. Your experience and high qualifications as master and teacher, and the splendid success with which you have met in your present position, entitle you to a high rank among the best men engaged in educational work. It gives me pleasure, then, to give these keys to you, and when you end your duties in this district you will transfer them to your successor in office or to the representative of the School Committee.

RESPONSE OF MR. EDWIN T. HORNE.

MR. PRESIDENT OF THE SCHOOL COMMITTEE: I thank you for the honor you have done me, and I accept the trust which these keys imply, with, I think, a full appreciation of the responsibility it imposes.

In behalf of parents, teachers, and pupils, I thank you, and, through you, the School Committee, which you represent, for this beautiful building.

You have given our school an historic name. It stands upon historic ground. Not far from this spot Roger Clap and his companions built their colonial homes and established a "government of the people, by the people, for the people." In town meeting they ordered and controlled public affairs, organizing that true citizenship which accepts liberty under law and freedom born of the intelligence that sees the greatest good of each in the common good of all.

Together with the town meeting grew the public school, and the two in their spirit are one. The citizen makes the town, the town makes the State. The right of the State to educate the young at public charge can rest on but one foundation — the necessity of intelligent citizenship. Public opinion controls; it must be an enlightened opinion. That the State may maintain existence, the school must train the citizens who, in town meeting, are to be the foundation of a free democracy.

Rev. Thomas Waterhouse, the first school-master of Dorchester, undertook "to teach English, latine, and other tongues, and also writing," says the record. Since his day we have enlarged the curriculum, but the citizen of Dorchester does not believe that knowledge alone is intelligence. The public school of New England has a lofty purpose

in its endeavor to train the citizen. It puts character above knowledge. It teaches that he alone is wise who knows that only the way of truth and honor leads to real success; that nobility of purpose is grander than success. It teaches manly independence and regard for others' rights. It exists that, through virtue in the individual, harmony and beneficence may rule in the community.

The teacher who would be a guide toward virtuous citizenship must know no narrow world; his school is humanity in epitome. He must climb to the heights and have the vision. He must see possibilities when around him are only discouragements. He must believe thoroughly in human capacity for good. He must look behind the overt in act and try to discern and deal with motive. Ever an optimist, never a pessimist, he will try to arouse that wholesome discontent with evil which is not depression, but strong incentive to rise out of the darkness of evil into the light of truth and right.

Let us hope that here may stand a school that shall make for citizenship. To that end, may it ever encourage true and worthy motives; may it make scholarship and rectitude seem desirable, rather than credits or rank; may it hold honest endeavor above mere passing results. May it be a school where honor and self-reliance shall be fostered, and where teachers and pupils together, in sympathy and mutual regard, shall strive for "whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report."

After a selection by the school choir, Mr. I. Austin Bassett, of the Boston School Committee, delivered the dedicatory address, as follows:

ADDRESS OF MR. I. AUSTIN BASSETT.

MADAM CHAIRMAN: We have met this afternoon, parents and children, citizens of Dorchester, members of the School Committee, representatives of the great cause of education, to dedicate, to set apart, this building to a great and holy cause; to the principles upon which our government "of the people, for the people, and by the people" rests.

We Americans seem to take it as a matter of course that all children are to be educated; we expect it as we expect to breathe the atmosphere that gives us life, and too many expect it at the same cost; we demand by statute that children between certain ages shall avail themselves of the great educational privileges accorded them by law. And why? Not alone for the present benefit and advantage of the child, but for the safety and perpetuity of our Commonwealth. Republican government

could not be successful, it would be impossible, without the public school. These are some of the reasons why our service this afternoon is so important and so significant. We consecrate this building to the education in, and perpetuation of, the principles of self-government. But it is not to these considerations that I desire to call your attention this afternoon. It is more particularly to the connection of Dorchester with the birth of the public school, and to awaken within our hearts an increased interest and pride in this school and all Dorchester schools. I would carry you back more than two hundred and fifty years, and bring to your attention incidents and events that should make your hearts beat quicker, and awaken a sense of gratitude to the old fathers who builded better than they knew. I desire, if I may, to make you feel and realize that the spot on which this building stands is itself holy ground; that all the territory about us has been consecrated by the prayers and lives of men and women who lived and died not for self, but that they might leave a heritage of privilege and righteousness to their children.

How appropriate is the day selected for this service! One of the holy days on America's calendar — a sacred day, pregnant with influence upon the destiny of this land. How naturally our minds go back to the great event one hundred and twenty-two years ago this morning!

“ By the rude bridge that arched the flood,
 Their flag to April's breeze unfurled;
 There once the embattled farmers stood
 And fired the shot heard 'round the world.”

Let your thoughts go back one hundred and thirty-six years before this event of so great import in American history, and discover the source from which the fearless spirit of liberty sprung, when on the 30th of May, 1639, the inhabitants of Dorchester “in general town-meeting assembled, did vote to impose a tax of twenty pounds a year forever upon Thomson Island, to be paid by every person that hath proprietie on said Island,” “and this toward the maintenance of a school in Dorchester.” May we not parallel the two events and learn their significance!

I venture to quote a few lines from Dr. Mowry's address upon the celebration of the quarter millennial anniversary of the establishment of the first free public school in Dorchester, and, as we have reason to believe, in the world:

“Two centuries and a half ago there were no public schools in this country. The little town of Boston had a population of a few hundred. A handful of men lately arrived from the Old World with their

families had formed a settlement at 'Mattapan.' It would probably be difficult to find in the history of the world a greater contrast in the condition of any country at the beginning and end of any period of two centuries and a half than is found in the condition of our country to-day, compared with its appearance and prospects in 1639. The inhabitants of the little colony in Virginia were making a desperate fight with nature and the savage Indians for their lives. The Pilgrims at Plymouth, with a heroism scarcely paralleled, had conquered many obstacles, and were now comfortably established in their homes upon that bleak shore. The Connecticut emigrants from Cambridge under the leadership of Thomas Hooker, 'an eloquent and estimable man,' and from Dorchester under Roger Ludlow, had driven their flocks before them through the wilderness, and had founded the colony at Hartford and Windsor.

"Roger Williams had settled at Providence, and Anne Hutchinson at Newport, each with some followers. New Hampshire had a few settlers at Dover and Portsmouth, and Lord Baltimore with his company had established themselves in Maryland. Perhaps at that time the most important colony was Boston and the group of towns surrounding it. These included Dorchester and Roxbury, Salem and Lynn, Charlestown and Watertown, and the beginnings of other settlements. Here, then, is the picture of our country as it was in 1639. A dozen settlements, more or less, of emigrants from Europe, scattered along the coast from Portsmouth to the James River, containing a total of only a few thousand inhabitants. Behind them the broad trackless ocean, in front of them an endless wilderness of rank vegetation, savage beasts, and wild Indians."

Thirty years before, a child was born in Sallcom, England, whose influence was to be impressed most powerfully upon a young American colony, and whose name should be borne with pride upon the walls of a school-house in one of the most important cities in a nation of more than seventy million souls; a city and a State then peopled by a race of savages. In the fragmentary record made by Roger Clap, the annalist of his time, we learn that his father was a "man fearing God, and in good esteem among God's faithful Servants; his outward Estate was not great; I think not above Eighty Pounds per annum." He was the youngest of five brothers, and had two sisters. Removing from his home to the city of Evon, he was attracted towards the Rev. Mr. John Warham as a preacher, and formed a strong liking for him. Learning that he, with "many godly persons," was going to New England, though he had never before heard of such a place, he desired to accompany his friend; and, after much urging, his father gave a reluctant consent.

Let me read his words :

"It was God that did draw me by His Providence out of my Father's Family. It was God put it into my Heart to incline to Live abroad ; and it was God that made my Father willing. It was God by His Providence that made me willing to leave my dear Father and dear Brethren and Sisters, my dear Friends and Country. It was God that made my Father willing on the first Motion I made in Person to let me go. It was God that sent Mr. Maverick, that pious Minister to me, who was unknown to Him, to seek me out that I might come hither. So God brought me out of Plymouth the 20th of March, in the year 1629-30, and landed me in Health at Nantasket, on the 30th of May, 1630, I being then about the age of Twenty-one Years.

" ' Blessed be God that brought me here ! ' "

Following the narrative in his Memoirs, we read :

"When we came to Nantasket, Captain Squeb who was captain of that great ship of four hundred tons, (the Mary and John) would not bring us into Charles river, as he was bound to do, but put us ashore and our goods on Nantasket Point, and left us to shift for ourselves in a forlorn place in this wilderness. But, as it pleased God, we got a boat of some old planters, and laded her with goods ; and some able men, well armed, went in her unto Charlestown, where we found some wigwams and one house ; and in the house there was a man which had a boiled bass, but no bread that we could see. But we did eat of his bass and then went up Charles river, until the river grew narrow and shallow, and there we landed our goods with much labor and toil, the bank being steep ; and night coming on, we were informed that there were hard by us, three hundred Indians. One Englishman that could speak the Indian language, (an old planter) went to them, and advised them not come near us in the night ; and they harkened to his counsel and came not. I myself was one of the sentinels that first night. In the morning, some of the Indians came and stood at a distance, looking at us, but came not near us. But when they had been awhile in view, some of them came and held out a great bass toward us ; so we sent a man with a biskit, and I changed the cake for the bass. Afterwards, they supplied us with bass, exchanging a bass for a biskit cake and were very friendly unto us. We had not been there many days, but we had order to come away from that place which was about Watertown, unto a place called Mattapan, now Dorchester, because there was a neck of land fit to keep our cattle on. So we went over and came to Mattapan. The Indians there also were kind unto us.

"In our beginning, many were in great Straits for want of Provisions for themselves and their little ones.

"Oh y^e Hunger that many suffered, and saw no hope in an Eye of Reason to be supplied, only by Clams, & Muscles, & Fish; and *Bread* was so very Scarce, that some times y^e very Crusts of my Father's Table would have been very Sweet unto me: And when I could have *Meal & Water & Salt*, boiled together, it was so good, who could wish better. And it was not accounted a strange thing in those Days to Drink water, and to eat *Samp* or *Homine* without Butter or Milk. Indeed it would have been a strange thing to see a piece of Roast Beef, Mutton or Veal, tho' it was not long before there was Roast Goat."

I wish I could ask you, children, to close your eyes, and let me paint for you a word picture of Dorchester, more particularly this northern part where you are all so much at home.

What would be your thoughts if you should waken to find this whole country transformed, and, instead of the streets with which you are so familiar, — Dorchester avenue, Boston, Bellflower, East Cottage, Dorset, Locust, and Mt. Vernon streets, with their hundreds of houses, brick sidewalks, gas and electric lights, the swiftly flying electrics, — all unbroken wilderness. Capt. Edward Johnson writes that in 1654, or twenty-four years after the arrival of the "Mary and John," —

"The forme of this Towne is almost like a serpent turning her head to the Northward; over against Thomson Island, and the Castle, her body and wings being chiefly built on, are filled somewhat thick of Houses, only that one of her Wings is clipt, her Tayle being of such a large extent that shee can hardly draw it after her: Her Houses for dwelling are about one hundred and forty. Orchards and Gardens full of Fruit-trees, plenty of Corne-land, although much of it hath been long in tillage, yet hath it ordinarily good crops, the number of Trees are neare upon 1,500, Cowes and other Cattell of that kinde about 450."

The historians of the time were too deeply impressed with the more serious problems of life to consider minor details that would be so interesting to us could we but read of them.

We have, however, knowledge from various sources that Roger Clap owned large tracts of land in what is now Milton, South Boston, and Dorchester. We know that his farmhouse still remains on Willow court, the first house on the right-hand side from Boston street. Think, children, the next time you go through Willow court, that two hundred and sixty-four years ago Roger Clap, as a young man of about twenty-four years of age, built his modest home for his young bride, and here their fourteen children were born. Think of the colony of little ones playing about the dooryard. Notice their names, and imagine if you can — I cannot — what reason led their parents to make such selections. Two were named Experience, others Waitstill, Preserved,

Hopestill, Wait, Thanks, Desire, Unite, and Supply. The names Samuel, William, Elizabeth, and Thomas sound much more natural to our ears.

The Charter for the Massachusetts Colony having been granted for a company engaged in trading, the first settlers enjoyed no political privileges. In October, 1630, when under order of the Court one hundred and eight men were made freemen, twenty-four were residents of Dorchester; among them Christopher Gibson and Thomas Stoughton. Roger Clap's name was shortly after added to the list. These freemen enjoyed the right to vote, and were members of the Great and General Court until the adoption of the representation system. Upon them also rested the responsibility of dividing the land. The responsibility resting upon these freemen was not a light one, and demanded honesty and impartiality, great tact and diplomacy. The fact that upon our hero was placed such responsibility at the age of twenty-one indicates the confidence in which he was held by his fellow-citizens, and the trust that was reposed in him. This trust and confidence seem to have continued without interruption or abatement through his long and eventful life.

As we have already noted, provision for the maintenance of Dorchester's first school was by taxing Thompson's Island, said island having been granted by the General Court to the inhabitants of this town of Dorchester in 1635. Some time later, on petition of John Thompson, a son of the original occupant, the General Court decreed that the property was his by right of inheritance, and it passed out of the control of the town of Dorchester.

The town never felt that justice had been done by this decree, and in 1659 petitioned the Honorable General Court, as follows :

“To the Honrd Generall Court Now assembled at Boston, the petition of the inhabitants of Dorchester humbly sheweth,

“That whereas there was many years since granted by this court, as appears by record a certaine Island called Thomson's Island w^{ch} we the said Inhabitants possest divers years and hopefull to have ever enjoyed the same for the benefit of o'selves and posterity (the same being given to and for the maintenance of a free scoole In Dorchester) but the s^d Iland hath bin taken from vs and settled on others to the almost if not totall over-throw of o' free scoole w^{ch} was soe hopefull for posterity, both our owne and neihbors also who had or might have reaped benefit thereby.

“Our Humble Request to this Honrd Court is that you would be pleased to renewe yor former grant of the said Iland, and confirme the

same unto vs, we concerning we had Just title ther unto, or Ele that you would bee pleased to grant unto us one thousand ackors of land In some convenient place or places (for the end aforsd, namely, the maintenance of o^r djing scoole) where we shall find it, and in the courts power to grant the same, and y^{or} petition^s shall pray, etc.

Dor: 18: 8. (October) Roger Clap } in
1659: Hopestill Foster } the
name and by order
from ye towne."

As a result of this petition, the Court granted the town a tract of one thousand acres of land, the income from which was to be appropriated towards maintaining the school.

It was not, however, until nearly sixty years later that this land was selected and laid out; the tract being located in 1718, in what later became Lunenburg, in Worcester County. The town wisely decided not to wait for the land appropriated by the Court to be laid out, but in 1657 appropriated another one thousand acres from which the school might derive a more speedy benefit. In 1662 Roger Clap, Hopestill Foster, William Sumner, and John Minot were appointed to select the land for this purpose. They chose three hundred acres, "beginning at that place where Dedham and Dorchester line doe meet with Neponset River, and so to come down, as far as 300 acres will extend, both in length and breadth, as the conveniency of the land will afford when it is layd out by measure." The balance of the land was not laid out until forty years later. In 1668 it was voted that this land should never be "alienated to any other use, nor sold, nor any part of it, but be reserved for the maintenance of a Free School in Dorchester forever." In spite of this injunction, however, the land was later disposed of, the sum realized thereby being devoted to its proper use.

It cannot fail to interest, not only the children, but many of the older ones, to know that Capt. Roger Clap was for twenty-one years commander of what is now Fort Independence, then known as the Castle. In his Memoirs Captain Clap says: "Before I proceed any further, I will inform you that God stirred up his poor servants to use means at their beginning for their preservation: though a low and weak people, yet a willing people to lay out their estates for the defence of themselves and others. They having friends in divers places who thought it best for our safety to build a fort upon the island now called Castle Island, at first they built a castle with mud walls which stood divers years. First, Capt. Simpkins was commander thereof; and after him Lieut. Monish for a little space. When the mud walls failed, it was built again with pine trees and earth; and Capt. Davenport was commander. When that

decayed, which was within a little time, there was a small castle built with brick walls, and had three rooms in it, a dwelling room below, a lodging room over it, the gun room over that, wherein stood six very good saker guns, and over it, upon the top, three lesser guns. All the time of our weakness, God was pleased to give us peace, until the wars with the Dutch in Charles the Second's time. At that time our works were very weak, and intelligence came to us that De Ruyter, a Dutch commander of a squadron of ships, was in the West Indies, and did intend to visit us; whereupon our battery also was repaired, wherein are seven good guns. But in the very time of this report in July, 1665, God was pleased to send a grievous storm of thunder and lightning, which did some hurt at Boston, and struck dead here at the Castle Island that worthy renowned Captain, Richard Davenport. Upon which the General Court, in August 10th following, appointed another captain¹ in the room of him that was slain."

In 1705 the name of the fortress was changed to Castle William, and in 1799, the island having been previously ceded to the United States, it received the name of Fort Independence. The desire has been many times expressed that the ancient name "The Castle" be restored.

"Capt. *Clap* having now the Command of the Castle, discharged that Trust with great Fidelity; and was therein serviceable to the whole Province, and universally Respected and Honoured. He continued in that Command for the space of 21 Years, even until the Year 1686, when by the *Loss of our Charter* there was a Change of Government, and some things were required of Him that were grievous to his pious Soul; and foreseeing a Storm of Troubles coming on the Country, and he now in his old Age, voluntarily resigned his Command.

"There is another Instance that shows what an Interest Capt. *Clap* had in the Hearts of God's People and what an extensive Blessing they accounted him; it is this: In the Year 1672 he being then *Captain of the Castle*, it pleased God to visit him with a Fit of Sickness; and the good People of *Dorchester*, unto which Church he belonged, kept a *Day of Fasting and Prayer*, to beg his Life of God; And God was pleased to hear and answer their Prayers; and when he was restored to Health, they kept a *Day of Thanksgiving*."

Capt. *Clap* died on the second of February, 1690, in the eighty-second year of his age. His remains were buried in King's Chapel Burying-ground, the military officers, probably the Ancient and Honorable Artillery Company, preceding the body, the Governor and General Court following the relations as mourners, and the guns firing at the Castle.

¹ (Modestly referring to himself.)

Not because of any great brilliancy in achievement — not because of any great victory on field of battle — not because of any powerful gift of oratory by which he swayed the emotions or impulses of his fellow-citizens — not because of any great act of his by which his name was written high up on the walls of fame, do we give the name of Roger Clap to this school-house. We desire to perpetuate the memory of a man God-fearing and devout, faithful to every trust, modest, fearless, and patriotic, possessing and manifesting sterling traits of character in early youth that commanded the confidence and trust of all, and continued unabated, strengthening with his strength through a long life.

May his name be a talisman and his memory an inspiration for all the teachers and scholars who are now or may be in the future connected with this school!

After songs by the pupils of the school, General Curtis Guild, Jr., was introduced. Mr. Guild was in his best vein, and delivered a scholarly address, reminiscent of colonial times.

Mr. Richard Clapp Humphreys, as a representative of the Clapp family, presented the school with a number of handsome pictures, which were displayed upon the walls. Before concluding he exhibited a Bible brought over from England by Captain Clap in the “Mary and John.” Said Mr. Humphreys:

ADDRESS OF MR. RICHARD C. HUMPHREYS.

Why am I happy to stand here to-day and present to this school on behalf of the descendants of Roger Clap these beautiful pictures? First, because I am a descendant myself and am proud of the name; second, because I am glad the descendants of Roger Clap felt moved to honor his memory in this way; third, because of the influence these pictures will exert on the boys and girls who look on them and study them.

The “Colosseum,” a reminiscence of Rome in her grandeur, will give you a suggestion of ancient history. The “House of Parliament from the Thames” will give you some conception of the seat of government in our mother-country. “The Landing of Columbus” will help you to realize what the discovery of America meant to us. The engraving called “The Pilgrim Exiles,” showing the three pilgrims looking out

over the broad sea that separates the home of their exile from the land of their birth, will teach a lesson of self-sacrifice and devotion. The beautiful view of "Ludlow Castle," now a magnificent ruin, but once an important military stronghold, will give you many suggestions of English history.

These pictures we present to this school, Mr. Horne, with the hope that they will help you in your efforts to develop the æsthetic and moral side of the children intrusted to your care. When the School Committee were considering a name for this beautiful building, and "Roger Clap" was suggested as appropriate, the question was asked, Who was Roger Clap? One reply was, "Oh, he was only a good man, who lived two hundred or three hundred years ago." Only a good man! If the boys and girls who graduate from this school grow up to be good men and women, and become so imbued with the spirit of the life of Roger Clap as to act from the same motives and be governed by the same principles from which he acted and was governed, and so filled with his spirit of self-sacrifice and devotion to duty that they will devote their lives to the service of their fellow-men, this building will not have been named in vain. "Who were the descendants of Roger Clap?" In 1731 Supply Clap was master of the Dorchester school, and in 1805 Nathaniel Clap was its principal. A descendant of Roger Clap was in command of the troops on Dorchester Heights, another at Fort Independence. The early history of the town of Dorchester is a history of the Clap family. The First Church in Dorchester has always had a large representation of the descendants of Roger Clap. We are very fortunate to-day (through the kindness of Mrs. W. H. H. Young, born Clapp, the present owner of this book) in having the identical Bible which Roger Clap brought over in the "Mary and John" in 1630, and which has been in the family ever since. My young friends, I want you to realize what a treat this is, to have a chance to see this Bible without paying for it. As soon as these exercises close, it will be taken to the "Loan Exhibition," and everybody who sees it will have to pay fifty cents for the privilege. I also have Roger Clap's autograph, which has been in our family for many generations.

Do you realize, friends, that this building stands on historic ground? During the Revolution a line of breastworks was built around the Clap farm in the shape of the letter V, and you can see where the point of the V comes together in the rear of this building on Dorset street, as it is marked by a stone set in the edge on the sidewalk, so that this school-house stands within this fortification. I hold in my hand a bullet found some fifteen years ago when Harvest street was laid out, about eight feet below the level, in one of the trenches. For several years after these streets were built, the line of the old breastworks

could be distinctly seen by the grass and weeds growing up in the trenches, which had been filled with loam. We are here to-day, my friends, to dedicate this building, not only to the education of the mind, but to the development of the heart; not only to the teaching of reading, writing, and arithmetic, but to the preparation of the boys and girls who have passed through its various rooms for duties of life, to the making of better members of society, better citizens, yes, better men and women; and knowing as I do the master of this school, I am sure this end will be accomplished. These pictures we present to this school not only in honor of Roger Clap, but with the hope that they may help develop and educate both intellectually and morally the boys and girls of this school. If you, my young friends, will but study them, think of them when you are at home, describe them to your parents and friends, try to remember just where each picture hangs and what it means, they will thus help you to keep your mind filled with good thoughts, leaving no room for the evil that might otherwise enter your hearts. Remember, my young friends, that you cannot drive evil thoughts from your mind by an effort of the will, but you must replace them with good thoughts. This is what we hope these pictures will do for you. They will help you to dedicate yourselves to the work for which this building has been erected. This is the true dedication, and may we all, young and old, as we think of this beautiful building, with everything about it made to please the eye and gratify the taste, resolve that we will dedicate ourselves to the cause for which this building stands; and may these pictures, Mr. Horne, help you to accomplish what I know to be your heart's desire, — to develop the best that is in every boy and girl who comes within these walls, — and may they help to inculcate the principles of consecration and self-sacrifice which were traits in the life of Roger Clap.

The pictures presented by the Clapp family were "The Colosseum," "The Houses of Parliament," "The Landing of Columbus," "Ludlow Castle," "The Pilgrim Exiles." Mrs. Fifield presented "The Viking Ship," Mr. Bassett a fac-simile of the Declaration of Independence, and the pupils of the Roger Clap school gave a portrait of George Washington.

Superintendent Seaver spoke upon the educational facilities furnished by the city, and complimented the corps of teachers at the Clap School, eulogizing Mr. Horne especially.

Senator Charles E. Folsom was the next speaker, and said in effect:

MADAM CHAIRMAN, LADIES AND GENTLEMEN, AND GIRLS AND BOYS, particularly girls and boys, because I am not going to make a speech, but want to talk to you for a few minutes. I want to tell you why I am here.

I am here because I am always interested in the public schools of Boston, and particularly in the Dorchester schools, and more particularly in this school, because I was largely instrumental while in the City Government in getting the money appropriation to build it. I am also much interested in your school because the good man whom you have for master, Mr. Horne, was the same master I had, and from whose school I graduated quite a number of years ago. It is particularly pleasant to be here, because I see here many friends, and among them Elbridge Smith, the master of the Dorchester High School for many years, and who was master there at that time I attended it. Also Mr. John J. May, one of Dorchester's oldest and most respected citizens, and whom I remember as one of the School Committee in the old town of Dorchester before it became a part of Boston. I also see many others who have given much of their time for the good of the public schools of Boston, and to whom you should all feel very grateful. I refer to the present members of the School Committee and to others who have served on that Board, particularly to Mrs. Fifield and Mr. Humphreys. I have had but little opportunity to visit the public schools, but during the last six years, as a member of the City Government, I have always been ready with my vote when any money was asked for the schools of Boston. Now, I want to tell you a little about some of the schools I have visited during the last six years. My visits have been to schools connected with the various public institutions of the city of Boston, such as the Parental School for truant boys, at West Roxbury, the Marcella Street Home for homeless and neglected children, in Roxbury, and the House of Reformation for boys, at Rainsford's Island. The children seen in these institutions are not bright-faced, happy-looking girls and boys, such as I see here, but many of them show in their faces that they have been neglected and have not received the benefit of a good education. At Rainsford's Island I asked quite a number what they were there for, and in many cases the answer was breaking and entering or larceny; and these boys were anywhere from eight to fourteen years of age. I asked two boys of about thirteen who were working in the printing-office what they were there for, and was informed that they were there for highway robbery. When I asked them whom two such little fellows could rob, they informed me they got another fellow in a doorway and went through him, getting only a few cents. Many of these boys turn out well and make useful men. I tell you these things that you may appreciate your beautiful school, good teachers, and the opportunities

you have to get a good education. General Guild in his speech spoke of persons being a part of anything, meaning helping and taking an interest in it. Now, I am a part of your beautiful school because I took a part in getting the money for it, and I feel very proud of it. I congratulate you all once again, and feel very grateful for the opportunity of being with you on this very pleasant occasion.

Mrs. Fifield, on behalf of the School Committee, thanked the donors of the pictures mentioned by Mr. Humphreys. At the conclusion of the exercises the entire company joined in singing one verse of "America."

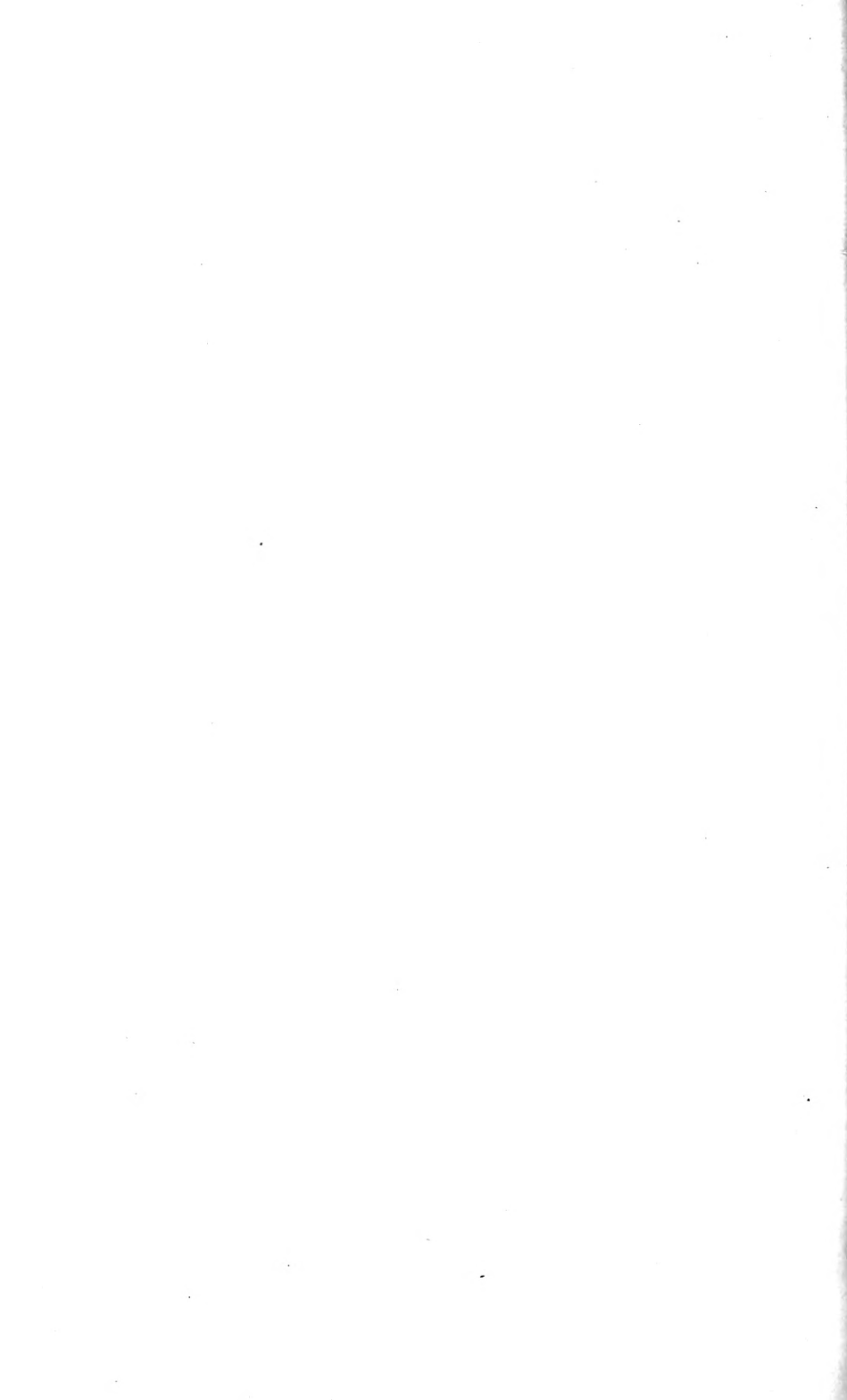
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